



ŠVIETIMO
MAINŲ
PARAMOS
FONDAS

Lifelong Learning Programme
ERASMUS IN THE BALTIC COUNTRIES
2007-2013
A Statistical Overview



2014



Valsts izglītības
attīstības aģentūra

ARCHIMEDES

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NOTE: Source for all charts - data from HEI's annual reports to National Agencies of Estonia, Latvia and Lithuania.

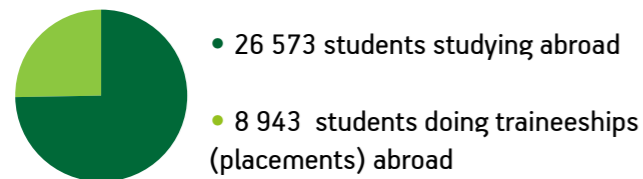
Acronyms

- **ECTS** – European Credit Transfer and Accumulation System
- **EE** – Estonia
- **EILC** – Erasmus Intensive Language Courses
- **EUC** – Erasmus University Charter
- **HEI** – Higher Education Institution
- **LLP** – Lifelong Learning Programme
- **LT** – Lithuania
- **LV** – Latvia
- **IP** – Intensive Programmes
- **SM** – Erasmus Student Mobility
- **SMP** – Erasmus Student Mobility for Placements
- **SMS** – Erasmus Student Mobility for Studies
- **ST** – Erasmus Staff Mobility
- **STA** – Erasmus Staff Mobility for Teaching Assignment
- **STT** – Erasmus Staff Mobility for Training

Erasmus Key Figures for the Years 2007-2013

35 516 Student mobilities

of which:



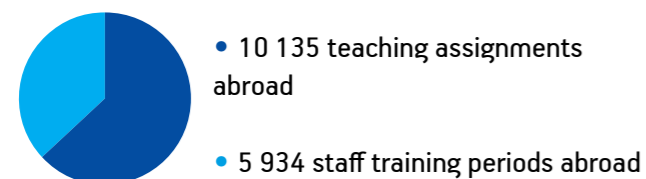
- Average student monthly grant:

Eur **497**

- Top sending countries: Turkey, Germany, France
- Top receiving countries: Germany, Spain, Finland

16 069 Staff Mobilities

of which:



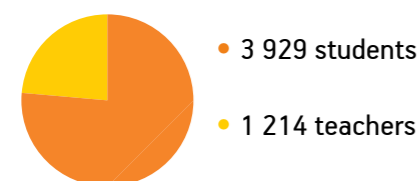
- Top sending countries: Poland, Latvia, Turkey

- Top receiving countries: Germany, Finland, Lithuania

Higher Education Institutions

sent students/staff on Erasmus mobility in:

133 Intensive Programmes with:



78

Intensive Language Courses for

1 433

Erasmus students

Introduction

In 1981 the European Commission started a pilot-student mobility action in Europe, which became a predecessor to the Erasmus programme launched in 1987. During the first academic year 11 European countries with almost 3 244 students participated in the programme. In 1995 Erasmus was merged with other educational and training programmes and was named the Socrates programme. In 2000 the programme was prolonged to Socrates II. In 2007 a new programme called the Lifelong Learning Programme grew from the previous Socrates.

The Erasmus programme is one of the most famous success stories of Europe. In 2013 the programme had reached as many as three million students. Thanks to personal or indirect contact with Erasmus students, most people associate the programme mainly with student mobility. During recent academic years more than 200 000 students per year have had the possibility to develop their professional and language skills, gain international experience and broaden their horizons.

Student mobility contributes to individuals' personal development and thus equips individuals with a wide range of competences and skills – from foreign languages to adaptability and greater intercultural awareness. In these ways, mobility encourages labour market mobility later in life.

Placements in companies and workplaces abroad have been supported through Erasmus since 2007 and have accounted for the largest increases in the number of students in recent years; grants have already been awarded to nearly 6 000 students to undertake placements.

Teachers and other staff, such as university international relations officers, can also benefit from EU support to teach or be trained abroad, and Higher Education Institutions (HEIs) have the opportunity to invite staff from companies to come and teach in their institutions.

The feedback from participants shows that most often the exchange period exceeded expectations. People are less aware that the Erasmus programme promoted the internationalisation of the European Higher Education system. Most of the goals of the Bologna process are tightly related with fostering student mobility. This cooperation process, started in 1999 with the goal of creating a European Higher Education Area (EHEA), and major progress was made in harmonising university degree structures and increasing the compatibility of Higher Education systems. Bologna Ministers also set the goal that by 2020 at least 20 % of all graduates from the EHEA should have spent a period of time studying or training abroad.

The Erasmus Charter enabled HEIs to participate in the programme as a quality assurance not only for the European Commission but also for other HEIs. The Erasmus programme has significantly contributed to the internationalisation process of the HEIs, mainly through the system of inter-institutional agreements and development of the curricula. More and more it has been emphasised that student mobility and exchange of teachers must be the rule not the exception. Erasmus mobility is a core element of the European Commission's strategy to combat youth unemployment, featuring prominently in the Europe 2020 strategy for growth and jobs and as a central part of the flagship initiative 'Youth on the Move'.

This brochure provides a statistical analysis of the implementation of the Erasmus Programme's decentralised mobility actions in the 3 participating European countries in the Baltic Area and covers the overall performance of all the different types of actions funded by the Lifelong Learning Programme (Student and Staff Mobility, Intensive Programmes, Erasmus Intensive Language Courses) in the period 2007–2013.

Cooperation between Estonia, Latvia and Lithuania goes back a long time: from the year 2004 common strategies and events were developed and implemented. Nevertheless – each country has its own strengths and strides, which were noted in European contexts.

Erasmus Student Mobility

1.1. General overview of student mobility

1.1.1. Outgoing Erasmus Student Mobility

The Baltic countries started the Erasmus Programme in 1999–2000 and reached 710 students – which is 0.7 % of total European students of the same year.

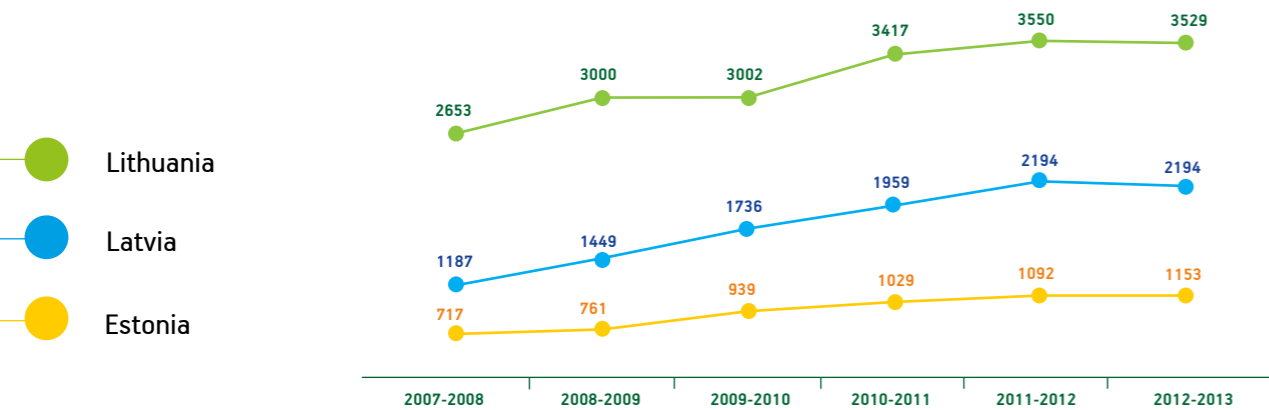
Since inception of the Lifelong Learning programme, Lithuania has sent the highest number of students, or 19 151, followed by Latvia with 10 674, and then Estonia with 5 691 Erasmus student participants.

There has been a steady increase in the number of student mobility periods every year since the beginning

of the LLP in 2007. It exceeded 4 557 for 2007–2008; while 6 831 students went abroad to study or train in 2012–2013, which represents an **increase of 49.9 %**. This year's growth can be explained by the impact of national and institutional co-funding.

The **highest increase of outgoing students** was noted in **Estonia (23 %)**, followed by Latvia (22 %) and Lithuania (14 %). The number of Erasmus students increased in all countries with the exception of the last year for Latvia (-2 %) and Lithuania (-0.6 %).

Chart 1: Outgoing Erasmus Students per Home Country: 2007-2008 to 2012-2013



81% of students participating in Erasmus mobility (studies and placements) were **Bachelor students**. Students enrolled in **Masters Programmes**

constituted 16 % of participants, and **Doctoral students** were 2 % while 1 % of participants were registered in education institutions offering short-cycle higher vocational education courses (only in Latvia).

Chart 2: Outgoing Erasmus Students per Study Cycle in the Baltic Countries: 2007–2008 to 2012–2013

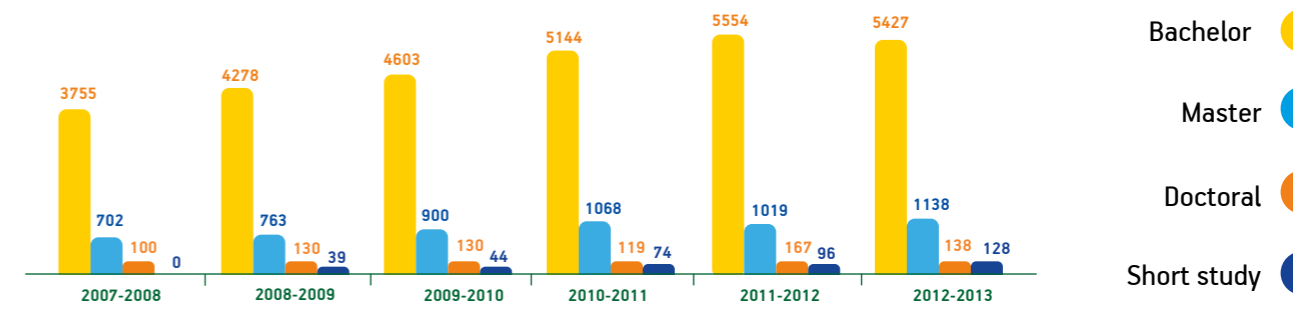


Chart 3: Share of Mobility for Studies vs. Placements in the Baltic Countries: 2007–2008 to 2012–2013

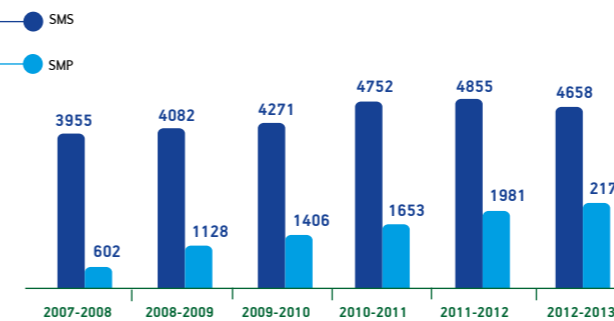


Chart 3 shows the share of Erasmus student mobility for studies versus placements in the Baltic countries. The countries with the highest share of placement students were **Latvia (29 %)** followed by Estonia (26 %) and Lithuania (23 %).

As absolute numbers for Student Mobility reflect to a large extent the size of the participating countries, we can try to obtain relative terms by calculating the proportion of the number of Erasmus students to the total student numbers in each country.

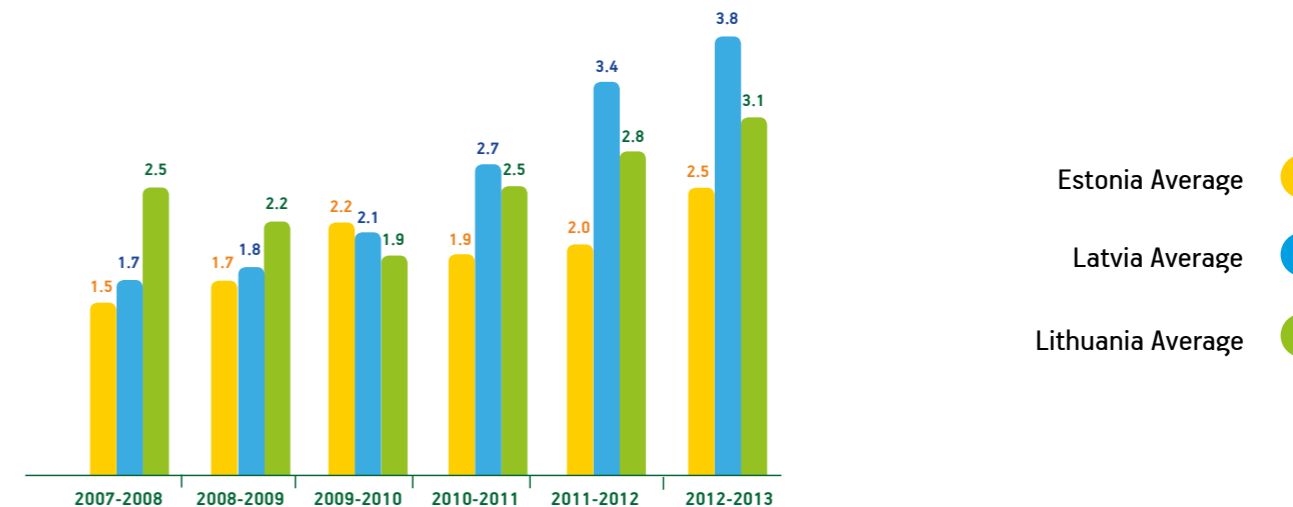
Chart 4 compares the Erasmus students' data with the student numbers in the Baltic countries. The number of Erasmus students as a proportion of the whole student population was on average **2.4 %** in the Baltic

countries.

Latvia was the best performing country in terms of outgoing Erasmus student mobility as a proportion of the total student population (2.6 %), followed by Lithuania (2.5 %), and then Estonia (2.0 %).

The list of outgoing Erasmus student mobility as a proportion of the total student numbers for each institution in the Baltic countries can be found in Annex 4.

Chart 4: Erasmus Students as a Proportion of the Student Population in the Participating Countries: 2007–2008 to 2012–2013



Germany is the most popular destination among Baltic students in the period 2007–2013 with 3 635 incoming students (10 % share), followed by Spain with 3 073 incoming students (9 %) and then Finland with 2 516 students (7 %), France with 2 153 students

(6 %) and Portugal with 2 139 incoming students (6 %).

The trends in the distribution of outgoing Erasmus student within European countries can be found in Annex 5.

1.1.2. Incoming Student Mobility

Constant growth in the number of incoming Erasmus students for studies and placements is notable in all Baltic countries during the period from 2007–2008 to 2012–2013. The highest annual growth was in Latvia (37 %) followed by Estonia (27 %) and then

Lithuania (24 %).

Chart 5 shows the trends in the incoming Erasmus student numbers since the academic year 2007–2008.

Chart 5: Number of Incoming Erasmus Students from 2007–2008 to 2012–2013

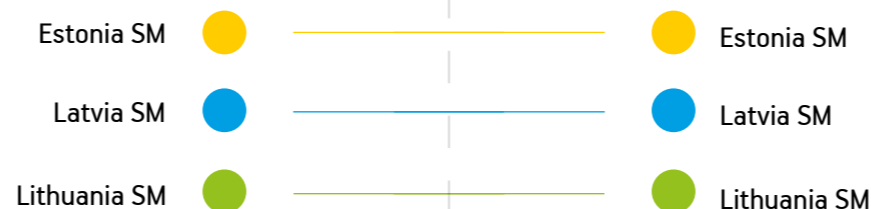
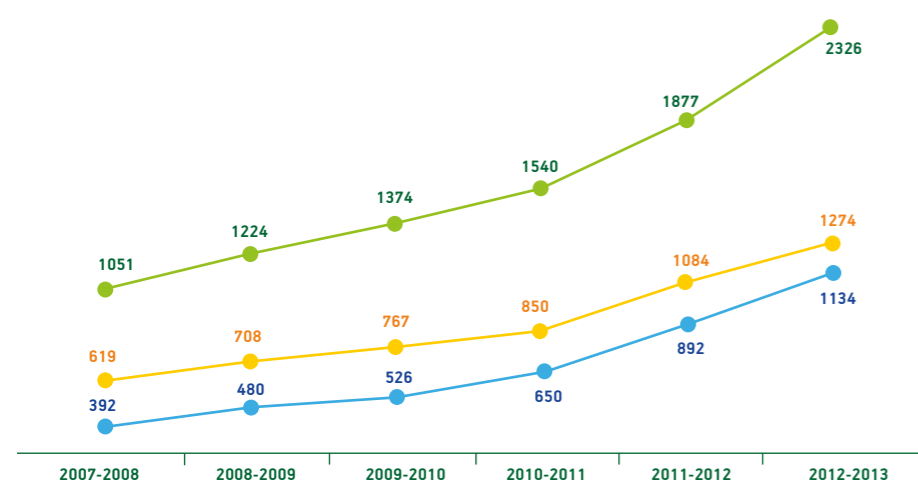


Chart 6: The Balance of Outgoing vs. Incoming Erasmus Students: 2007–2008 to 2012–2013

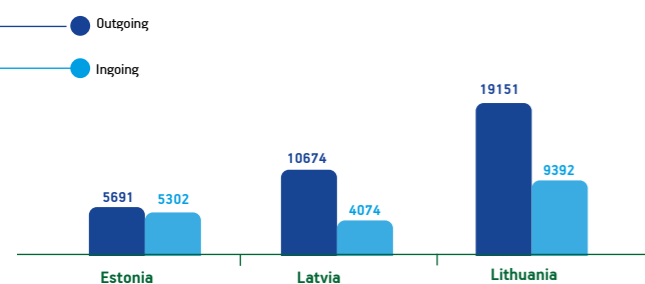


Chart 6 shows the balance in the different countries in terms of incoming and outgoing Erasmus students. The best balance between incoming and outgoing students was recorded in Estonia (48 %), followed by Lithuania (33 %) and Latvia (28 %).

Turkey jumped in the programme and was the best sending country to the Baltic countries with 2 617 students sent to the Baltic countries (14 % share), followed by Germany with 2 109 students (11 %) and

then France with 1 995 students (11 %), Spain with 1 924 students (10 %) and Poland with 1 685 students (9 %) coming to the Baltic countries.

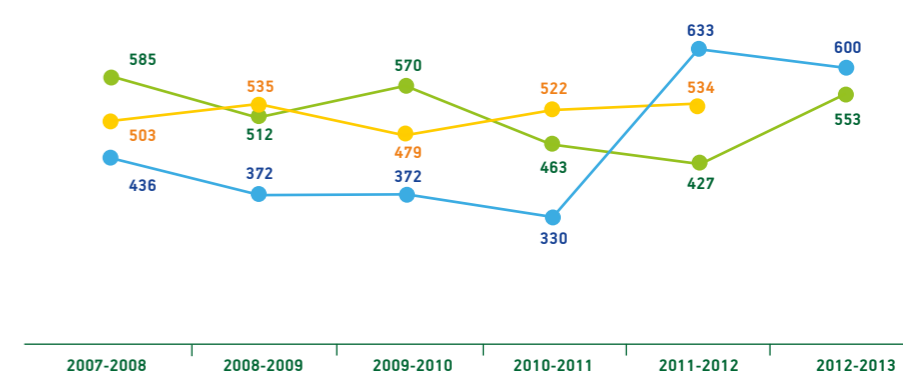
1.1.3. Grants

Erasmus grants are designed to cover part of the additional costs of living abroad and travel. Erasmus students do not pay tuition fees at their host institution abroad. The institution can decide on the exact monthly grant it pays to students within a range set by the European Commission and National Agency in the respective country. In all three countries, national co-financing is a huge support for Institutions and allows increasing the Erasmus grant given by the European Union or numbers of outgoing students.

In the total period of the LLP programme the average monthly grant – including zero-grants – received by students (including both studies and placements) was EUR 497. This average is the effect of the different conditions for study mobility (EUR 452 on average) and placement mobility (EUR 542 on average).

Chart 7 below shows the development of the average EU monthly grant since the academic year 2007–2008.

Chart 7: Average EU Monthly Grant per Student Mobility from 2007–2008 to 2012–2013



1.1.4. Grants for Students with Special Needs

Erasmus also actively supports the participation of students with special needs by offering a supplementary grant. During the period from 2007–2008 to 2012–2013 35 students with special needs received additional funding. Most of them were for student mobility for studies.

Students with special needs represented only 0.1 % of the total number of Erasmus student mobility in the Baltic countries. Although this is a relatively low figure in absolute terms, it reflects the limited low participa-

tion of students with special needs in higher education in general. The number of outgoing Erasmus students per country and institution who received supplementary grants in the LLP programme can be found in Annex 8.

Lithuania sent out the highest number of students with special needs or 28 (80 % share), followed by Estonia with 5 (14 %), and Latvia, which sent 2 students (6 %).

1.2. Erasmus Student Mobility for Studies

1.2.1. Introduction

Erasmus offers students the possibility of spending part of their degree studying abroad at another HEI for three to twelve months. Student Mobility for Studies, which is the most common action under the Programme, aims to provide students with the opportunity of studying in another country, to promote co-operation between institutions and help enrich their educational environment and to contribute to building a pool of well-qualified, open-minded and internationally experienced young people.

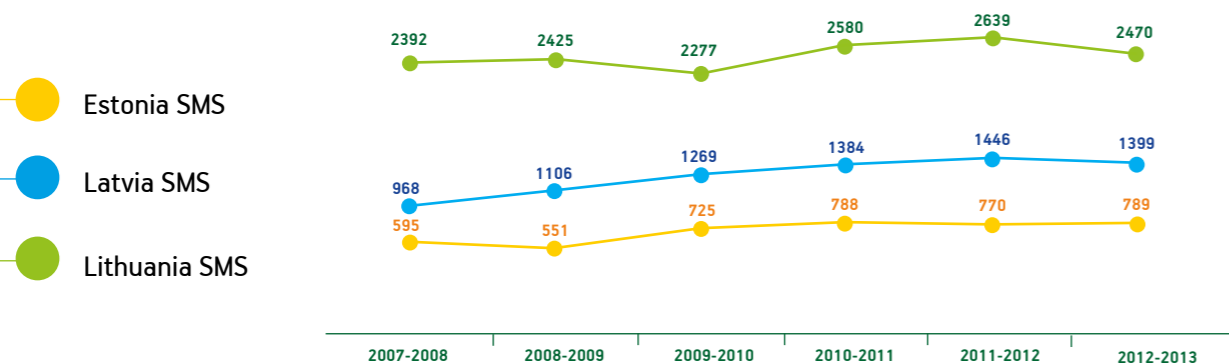
Of students participating in Erasmus mobility for studies in Baltic countries **83 %** were **Bachelor students**. Students enrolled in **Masters Programmes** constituted 15 % of participants, **Doctoral students** were 1 %, and 0.4 % of participants were registered in education institutions offering **short-cycle higher vocational education** courses (in Latvia only). Here the picture is quite different from the share we can observe under the student mobility for placements, where Doctoral students and short-cycle students are more active (see 1.3.1 below).

1.2.2. Outgoing student mobility for studies

During the LLP programme, out of the 35 516 Erasmus students from the Baltic countries, **26 573** study mobilities were supported. This represents a **75 %** share.

Chart 8 below shows the total number of students – by home country – since the academic year 2007–2008.

Chart 8: Total Number of Students (Mobility for Studies) from 2007–2008 by Home Country



The **annual growth rate** was the highest in **Estonia** or **31 %**, followed by Latvia with 15 % and Lithuania with 13 %. The annual growth was not positive during the LLP programme period: Estonia had a decrease

in numbers in 2008–2009 and 2011–2012, Lithuania, also, had a decrease twice: in 2009–2010 and 2012–2013 and Latvia sent fewer students in 2012–2013 in comparison with the previous year.

1.2.3. Incoming Student Mobility for Studies

As could be expected with growth in the outgoing numbers between years, all Baltic countries saw an increase in the number of incoming Erasmus students for studies. The **highest annual growth rate** was in **Latvia** (36 %), followed by Estonia (28 %) and then by Lithuania (24 %).

The average growth in mobility for studies from 2007–2008 is 16 % – up from 1 890 students in 2007–2008 to 3 976 in 2012–2013. Chart 9 shows the trends in the incoming numbers since 2007–2008.

Chart 9: Incoming Student Mobility for Studies per Home Country: 2007–2008 to 2012–2013

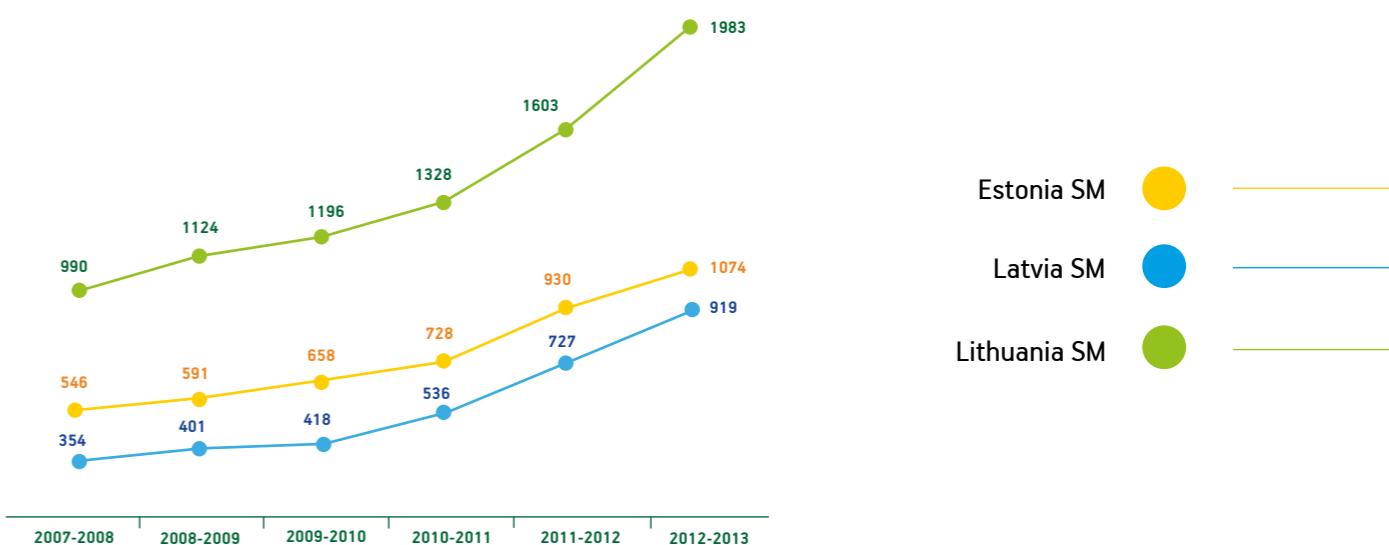


Chart 10: Incoming vs. Outgoing Mobility for Studies per Home Country: 2007–2008 to 2012–2013

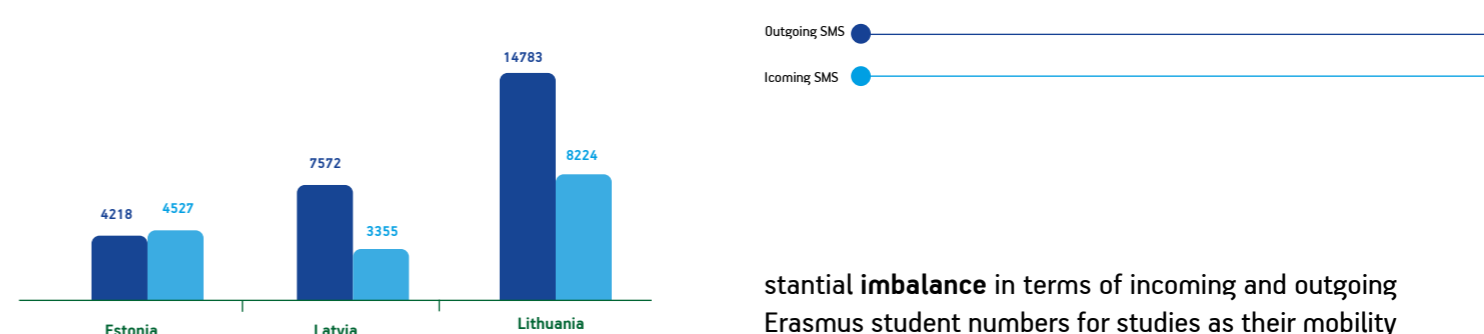


Chart 10 above shows the balance between incoming and outgoing Erasmus students for studies in individual countries. Latvia and Lithuania had a sub-

stantial **imbalance** in terms of incoming and outgoing Erasmus student numbers for studies as their mobility during the LLP programme period had **higher numbers of outgoing students than incoming**. Only Estonia had 7 % higher numbers of incoming Erasmus students for studies and that is the best balance between the Baltic countries.

1.2.4. Subject Areas

As in the rest of Europe, students of **social sciences and business** and law made up the biggest share of those on mobilities from the Baltic countries in the LLP programme period or **45 %**. The second biggest share was made up of students of humanities and arts (21 %). Students of engineering, manufacturing and construction (12 %); science, mathematics and computing (8 %); and health and welfare (5 %) continue

to participate actively, though in proportionately lower numbers.

Chart 11 below shows the increase and decrease in the number of Erasmus students in different subject areas since 2007–2008 while Chart 12 shows the total numbers of Erasmus students per subject and per country.

Chart 11: Student Mobility for Studies by Subject Areas: 2007–2008 to 2012–2013

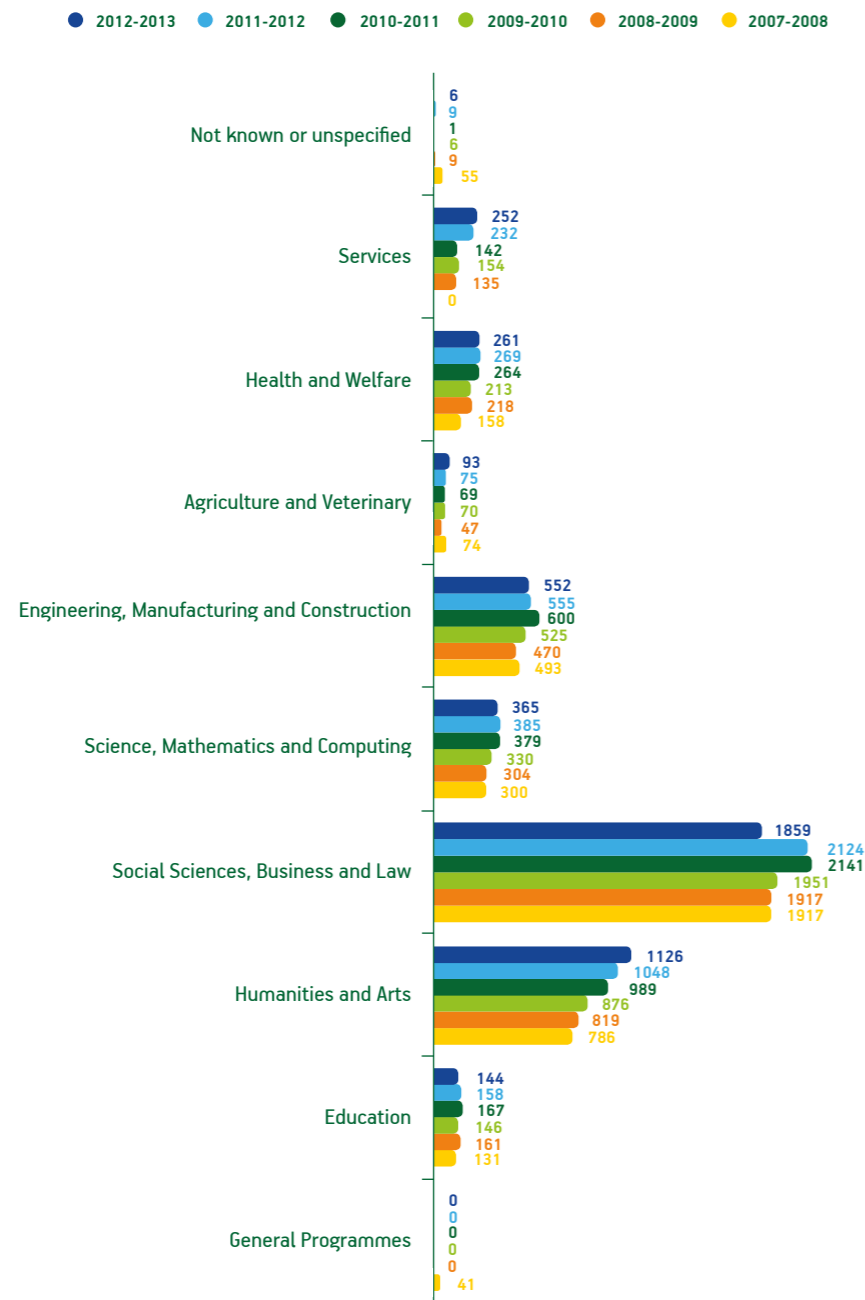
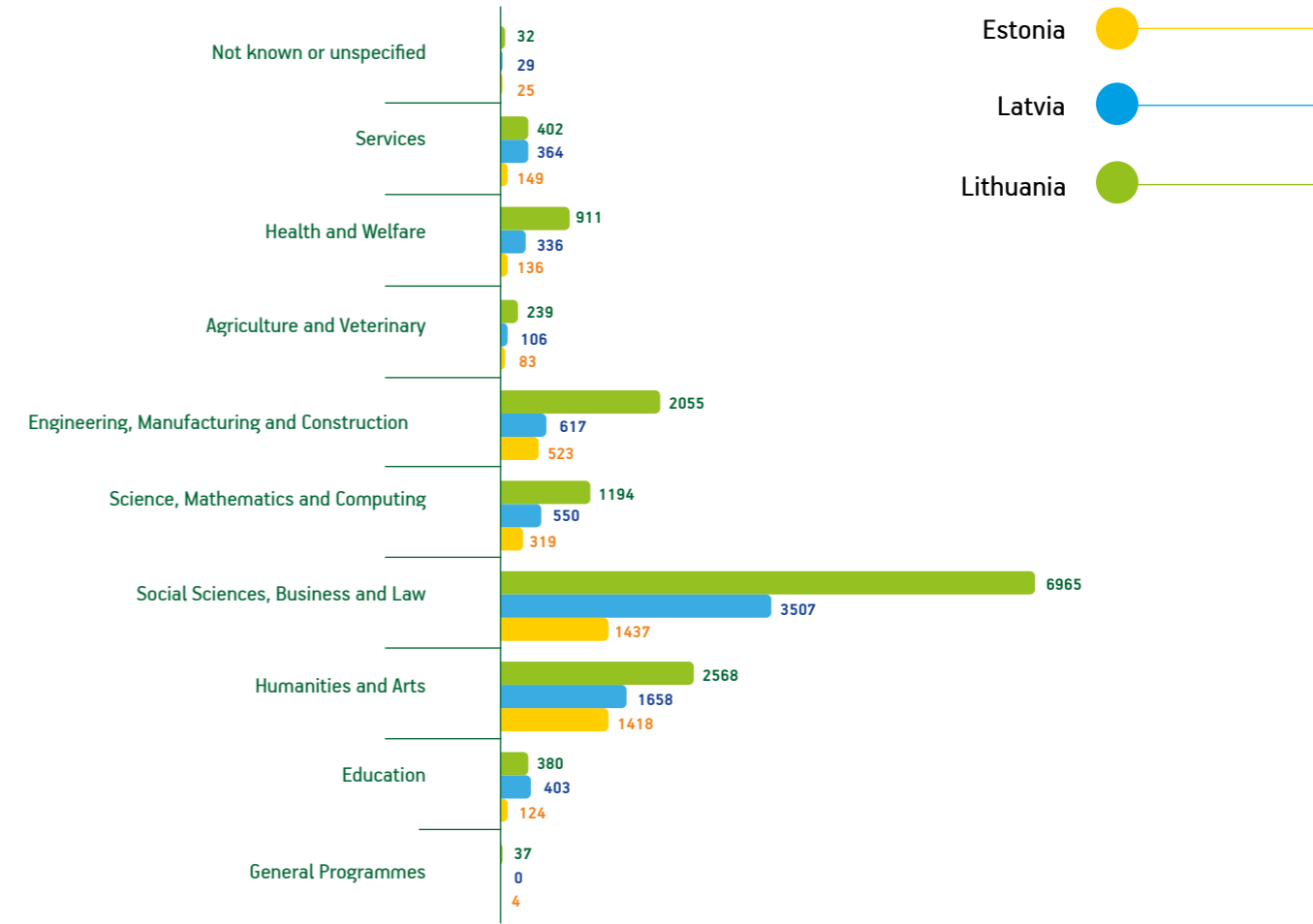
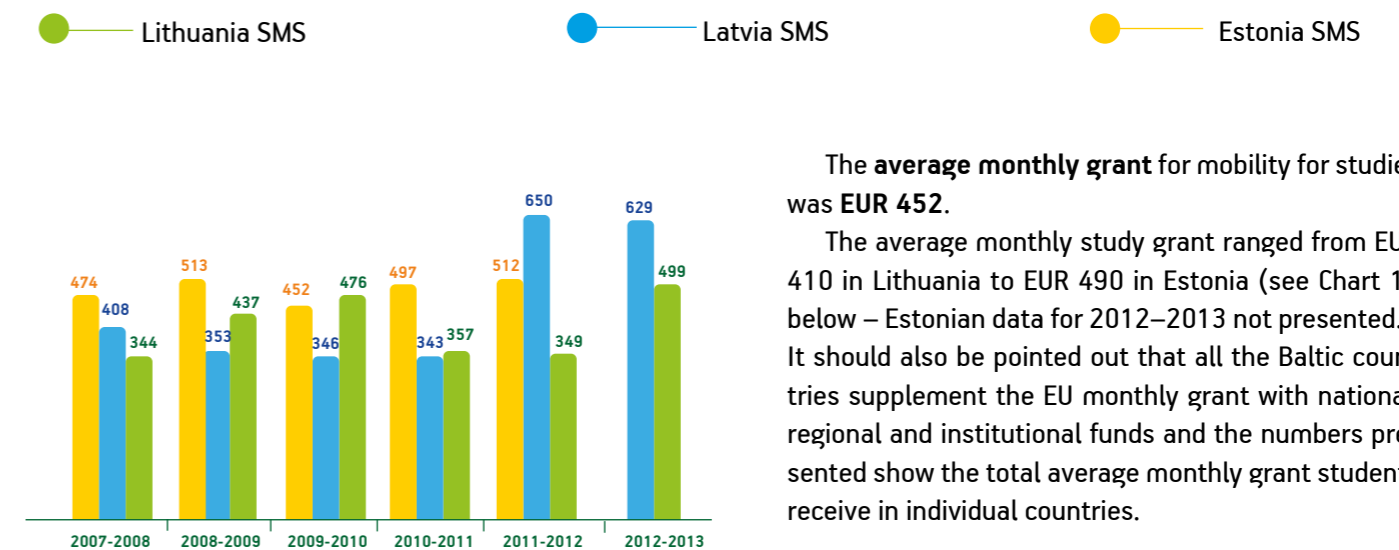


Chart 12: Student Mobility for Studies by Subject Areas per Country



1.2.5. Study Grants

Chart 13: Average Monthly Grant for Mobility for Studies per Home Country: 2007–2008 to 2012–2013



The **average monthly grant** for mobility for studies was **EUR 452**.

The average monthly study grant ranged from EUR 410 in Lithuania to EUR 490 in Estonia (see Chart 13 below – Estonian data for 2012–2013 not presented.). It should also be pointed out that all the Baltic countries supplement the EU monthly grant with national, regional and institutional funds and the numbers presented show the total average monthly grant students receive in individual countries.

1.3. Erasmus Student Mobility for Placements

1.3.1. Introduction

Erasmus also benefits students who want to do traineeships in companies abroad. Grants enable students to spend a period of three to twelve months doing a placement abroad. Having working experience in a company – or an organisation – abroad allows students to develop specific skills that are valued and adapted to the requirements of the labour market, and thus boosts students' employability. It also strengthens cooperation between HEIs and companies.

Placements in companies abroad have been sup-

ported through Erasmus since 2007 and are increasingly popular. By 2012–2013, grants have already been awarded to nearly 9 000 students for this purpose.

Of students participating in Erasmus mobility for placements **75 %** were **Bachelor students**. Students enrolled in **Masters Programmes** constituted 17 % of participants and 5 % were **Doctoral students**, while 3 % of participants were registered in education institutions offering **short-cycle higher vocational education** courses (only in Latvia).

1.3.2. Outgoing Student Mobility for Placements

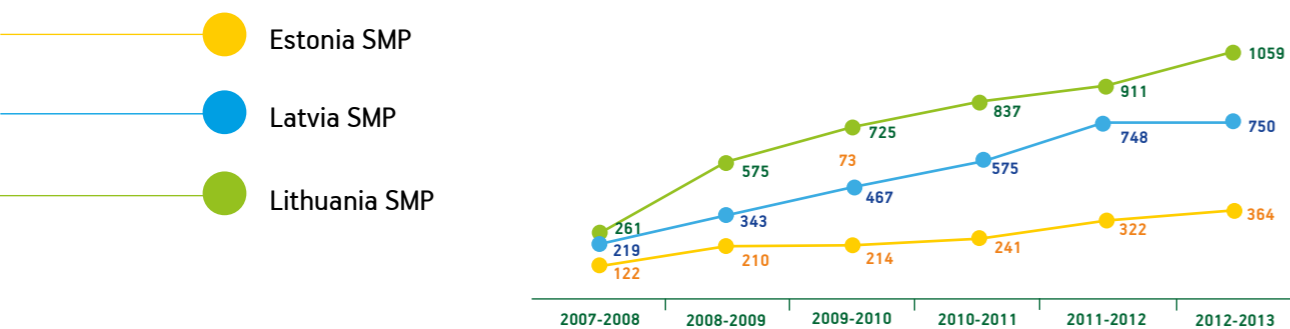
Since its inclusion in the Erasmus Programme, placements abroad have grown rapidly and today the annual number of placements is almost four times bigger than the number of placements in 2007–2008.

Of 35 516 students **8 943** chose this option and went on placements abroad. This represents an average **annual increase** of **32 %** between years (up from 602 students in 2007–2008 to 2 173 students in

2012–2013). Placements represented a **25 % share** of all Erasmus student mobility during the LLP programme.

Chart 14 shows the number of students going on Erasmus student mobility for placement. **Lithuania sent the most students abroad** for placements or 4 368 (49 % share), followed by Latvia with 3 102 placements (35 %), and then Estonia with 1 473 (16 %).

Chart 14: Outgoing Students on Placements per Home Country: 2007–2008 to 2012–2013



1.3.3. Incoming Student Mobility for Placements

All Baltic countries had an increase in the number of incoming Erasmus students for placements, except Estonia in 2009–2010, when the number of incoming mobilities decreased by 7 %.

The average annual growth in mobility for placement from 2007–2008 is 36 % – up from 172 students in 2007–2008 to 758 in 2012–2013. Chart 15 shows the trends in the incoming numbers since 2007–08

Chart 15: Incoming Placements per Country: 2007–2008 to 2012–2013

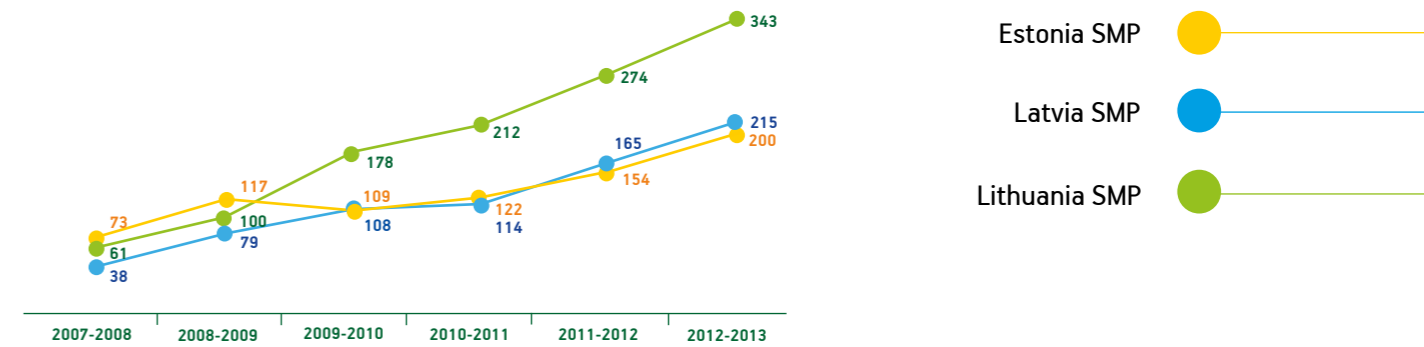


Chart 16: Balance of Incoming vs. Outgoing Placements: 2007–2008 to 2012–2013

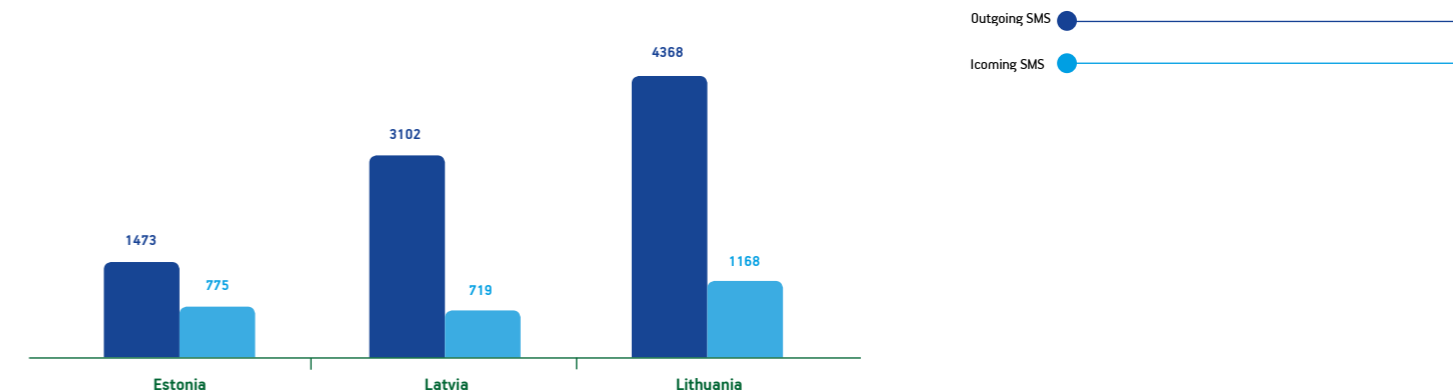


Chart 16 shows the **imbalance** in terms of incoming and outgoing Erasmus students for placements. All Baltic countries had **higher numbers of students going abroad for placements** than coming to their respective countries. Lithuania and Latvia sent out

around four times as many placement students as they received and in Estonia the imbalance is half that of the neighbouring countries – it sent out twice as many placement students as it received.

1.3.4. Placement Sectors

Most students went to placements in the **accommodation and food service sectors**; this made up the biggest share (20 %, or 1 740 trainees). This economic sector overtook the numbers of students sent for the education sector (13 %, with 1 130 trainees), followed

by the human health and social work activities sector, that shares 12 % with 1 043 trainees, professional, scientific and technical activities sector (10 % or 885) and arts, entertainment and recreation sector (9 % or 780 trainees).

Chart 17: Economic Sectors of Placements: Increase-Decrease 2007–2008 to 2012–2013

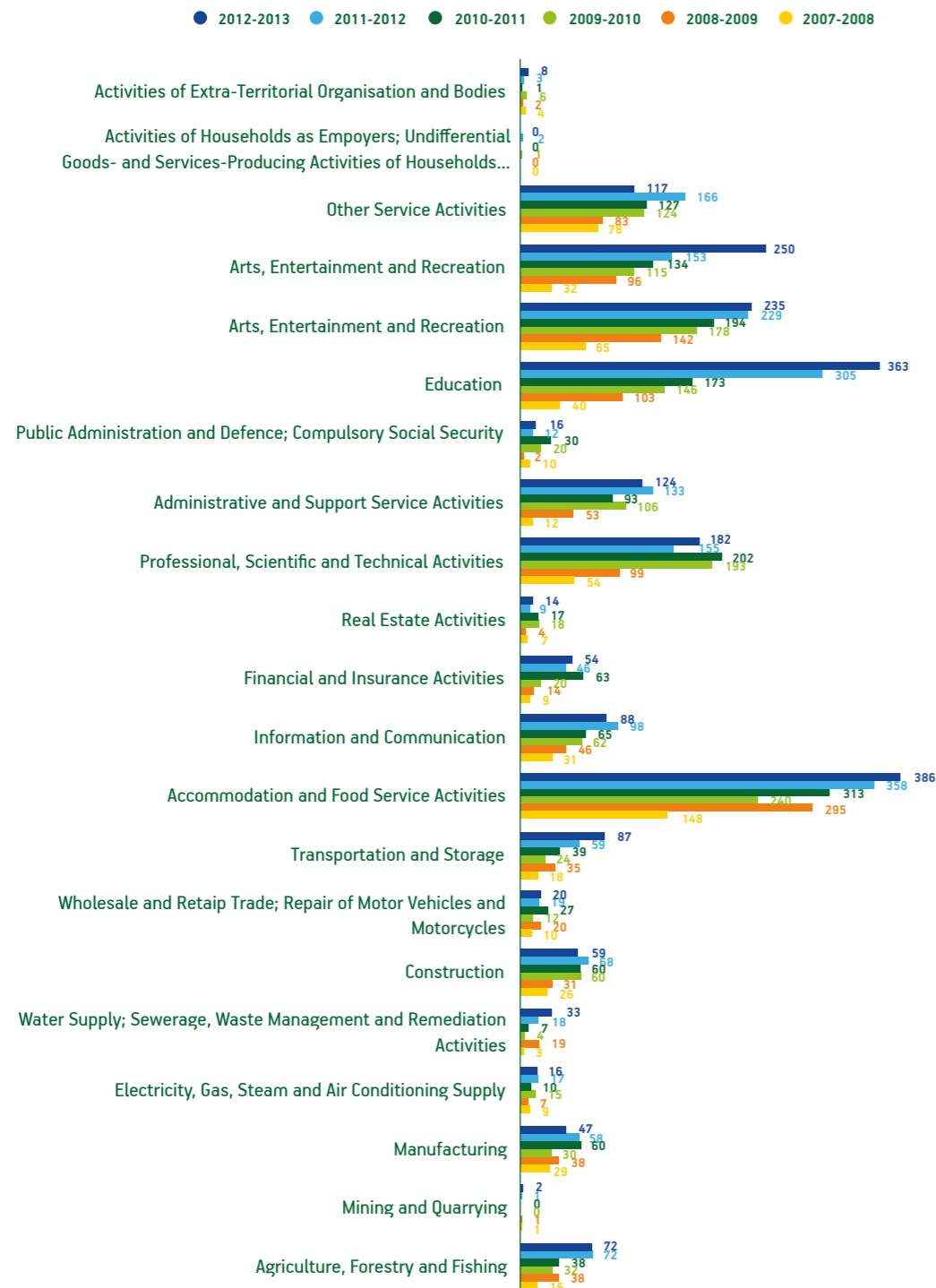
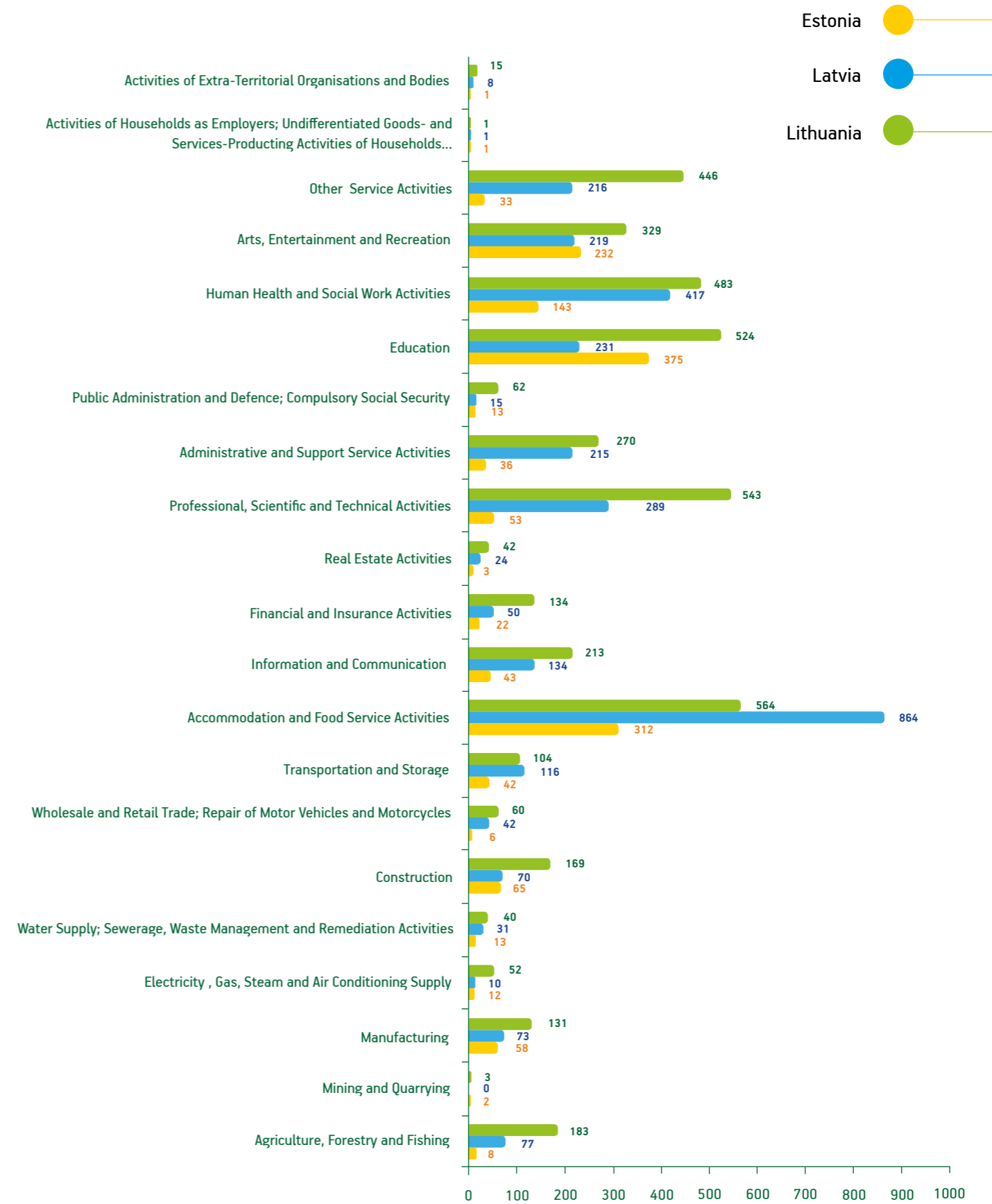


Chart 18: Student Mobility for Placements: Economic Sectors per Country

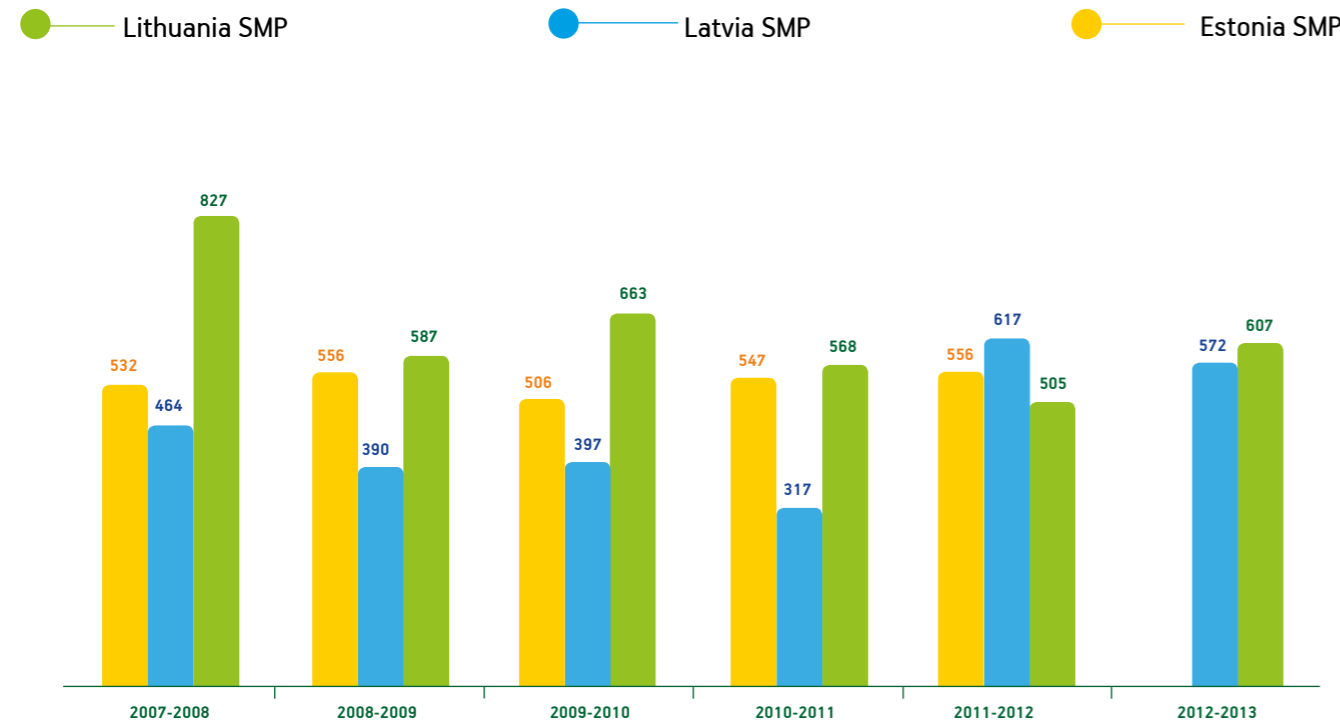


1.3.4. Placement Sectors

The **average monthly grant** for placements was **EUR 542**. Students received very different monthly grants depending on their home country and home higher education institution. The average monthly

grant for placements ranged from EUR 460 for students from Latvia to EUR 626 for students coming from Lithuania.

Chart 19: Average Monthly Grant for Placements per Home Country 2007–2008 to 2012–2013



Erasmus Staff Mobility

2.1. General Overview of Staff Mobility

Staff mobility aims to enrich the experience of participating staff, to contribute to the internationalisation and modernisation of higher education through cooperation among higher education institutions and staff, and to encourage student mobility.

It has become a very popular action within the Erasmus Programme since its introduction in 1997. With the creation of the Lifelong Learning Programme in 2007, staff mobility was extended to include staff training as well as the possibility for HEIs to invite staff from companies to come and teach at their institutions. Since its launch, a total of more than 16 000 staff mobilities for teaching and training have been supported.

In total **16 069** staff mobilities were supported during the LLP programme with a constant year-on-year

increase of 7 % on average. Although both staff mobility for teaching and staff mobility for training grew between years, the increase in staff training was considerably higher or 13 % versus 4 % for teaching assignments, and that includes the 8 % decrease in staff training numbers in 2008–2009.

The share of teaching assignments was 63 %, while staff training accounted for 37 % of all staff mobilities. Chart 20 gives an overview of the growth of staff mobility since 2007–08. It shows the share of Erasmus staff mobility for teaching versus training in the Baltic countries. The country with the highest share of training visits was **Latvia (53 %)** followed by Estonia (38 %) and Lithuania (23 %).

Chart 20: Growth in Staff Mobility: 2007–2008 to 2012–2013

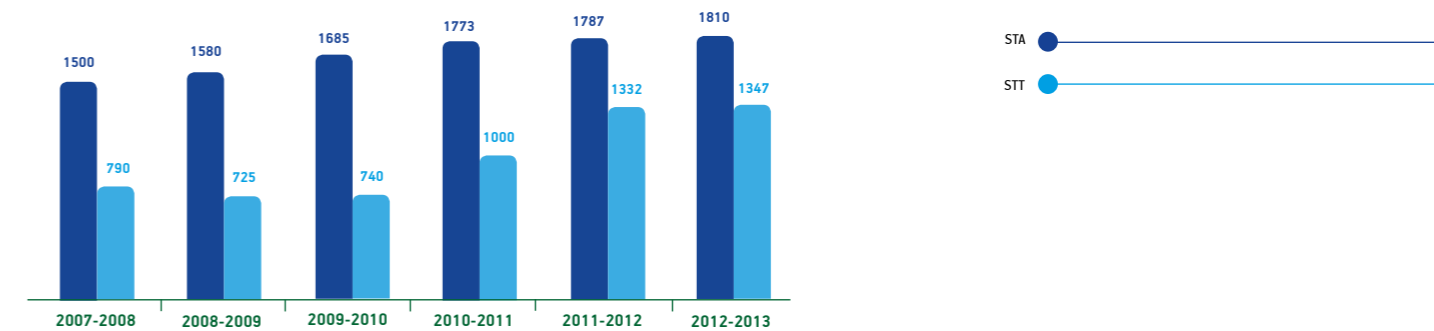
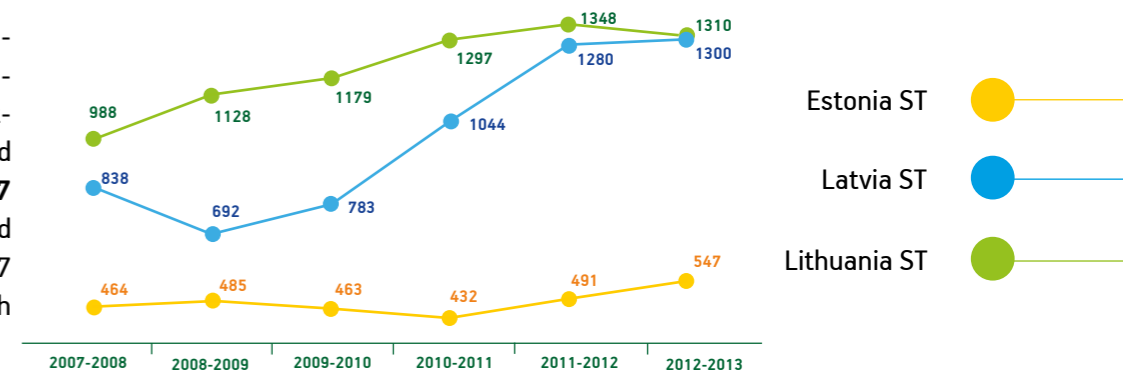


Chart 21: Outgoing Staff Mobility per Home Country: 2007–2008 – 2012–2013

Chart 21 shows the total number of staff mobilities from each participating country. **Lithuania** send the most staff abroad, or **7 250** (45 % share), followed by Latvia with 5 937 (37 %), and then Estonia with 2 882 (18 %).



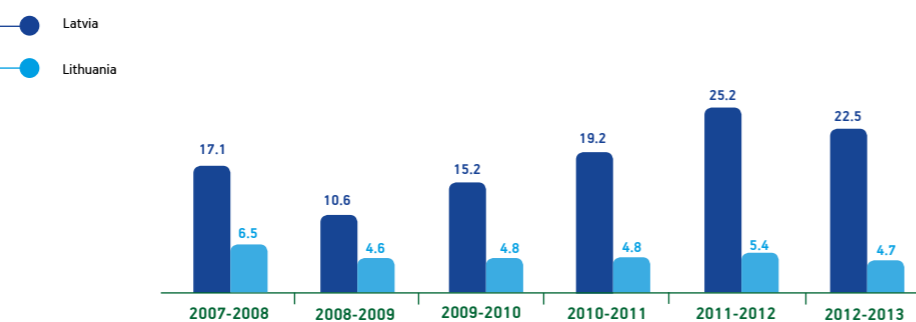
As absolute numbers reflect to a large extent the size of the participating countries, we could try to obtain relative terms by calculating the proportion of the number of Erasmus staff to the total HEIs' staff numbers in each country.

Chart 22 compares the Erasmus staff data with the staff numbers in these countries. Unfortunately, Estonia does not collect such data, so this chart concerns only Lithuania and Latvia. The number of Erasmus staff as a proportion of the whole staff population was on average **18.3 %** in Latvia and **5.1 %** in Lithuania.

The list of outgoing Erasmus staff mobility as a proportion of the total staff numbers for each institution in the Baltic countries can be found in Annex 6.

The **most popular destinations** for Erasmus staff mobility were **Germany** with **1 484** mobilities (9 % share), followed by Finland with 1 423 incoming mo-

Chart 22: Staff as Proportion of the Staff Population in the Participating Countries: 2007–2008 to 2012–2013



bilities (also 9 %) and Lithuania with 1 203 mobilities (7 %) and Poland (1 188 mobilities or 7 %) and Spain with 913 mobilities or 6 % share. The distribution of outgoing staff mobilities between host countries can be found in Annex 7.

Poland was the country with the **highest numbers of incoming** Erasmus staff visits to the Baltic countries, with **2 066** incoming staff (17 % share), followed by Latvia with 1 465 (12 %), Turkey with 1 118 (9 %), and then Germany with 979 (8 %) and Lithuania with 843 staff visits (7 %).

During the LLP programme, five staff members with **special needs grants** participated in Erasmus mobility for staff visits, all from Lithuania.

2.2.2. Outgoing Staff Mobility for Teaching Assignments

Lithuania had the highest number of Erasmus teaching assignments or 5 552 (55 % share), followed

by Latvia with 2 791 (28 %) and Estonia with 1 792 teaching assignments (18 %).

Chart 23: Outgoing Teaching Assignments per Home Country from 2007–2008



All Baltic countries experienced a **decrease** in the number of outgoing Erasmus mobility for teaching over several years in the LLP programme period. Estonia had decreases in 2009–2010 and 2010–2011 (-3 % and -11 %), Latvia had fewer mobilities only in 2008–2009 (-13 %) and Lithuania had decreased numbers each year from 2010–2011 (-1 %, -6 % and -5 % respectively).

However, outgoing staff mobility for teaching has been growing during the period of the LLP programme. The **highest relative increase** in outgoing numbers was in **Latvia** (49 %), followed by Estonia (19 %) and Lithuania (8 %).

2.2.3. Incoming Staff Mobility for Teaching Assignments

All Baltic countries had an increase in the number of incoming Erasmus teaching assignments in total. The **highest growth rate** was in **Latvia** (56 %), followed by Lithuania (52 %) and then by Estonia (43 %).

The average growth in mobility for teaching assign-

ments from 2007–2008 was 51 % – up from 1 341 visits in 2007–2008 to 2 030 in 2012–2013. Chart 24 shows the trends in the incoming numbers since 2007–2008.

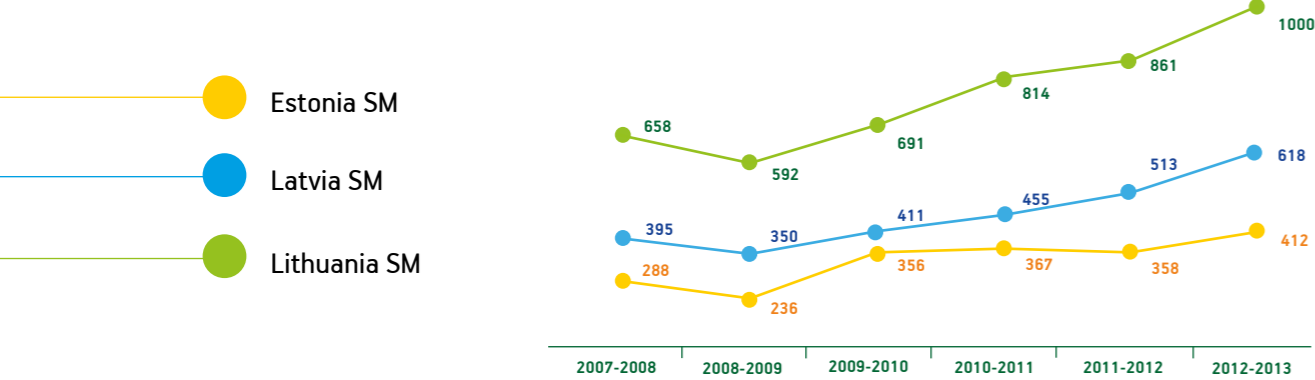
2.2. Staff Mobility for Teaching Assignments

2.2.1. Introduction

Staff mobility for teaching assignments enables staff from higher education institutions and enterprises to spend a teaching period from a minimum of one day (or at least five teaching hours) and up to six weeks at a higher education institution in another participating country in Europe. It should be noted, that all numbers of staff mobility for teaching assignments include numbers of invited staff from enterprises.

Since its introduction in the year 2000 the number of teaching assignments has grown constantly. Erasmus staff mobility for teaching assignments was 293 in 2000–2001; the current 1 810 staff represents a **517 % growth over a twelve-year period**. A total of **10 135** teaching assignments have been supported since in the beginning of the LLP programme in 2007.

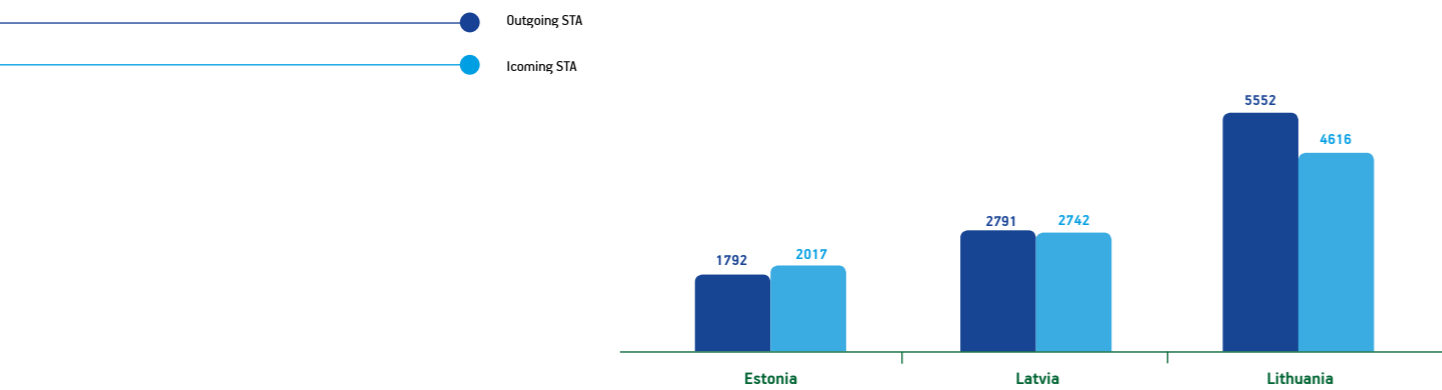
Chart 24: Incoming Teaching Assignments per Country between 2007–2008 and 2012–2013



The **flow** between outgoing and incoming Erasmus staff mobility for teaching assignments in the participating countries remains **balanced** during the entire period of the LLP programme. In Lithuania the outgoing mobility for teaching assignments was higher than the number of incoming, in Latvia – numbers were al-

most equal and in Estonia there were more of incoming mobility. The share of incoming teaching assignments from the total incoming – outgoing numbers was almost the same in all countries – 53 % in Estonia, 50 % in Latvia and 45 % in Lithuania.

Chart 25: Outgoing and Incoming Staff Teaching Assignments per Country



2.2.4. Subject Areas

Teachers from social sciences, business and law spent the greatest number of periods abroad on teaching assignments. These accounted for 33 % of all assignments supported. This was followed by teachers of humanities and arts (26 % share) and then teachers in engineering, manufacturing and construction (11 %), health and welfare (9 %) and science, mathematics

and computing (8 %).

Chart 26 below shows the increase and decrease in the number of Erasmus teaching assignments in different subject areas since 2007–2008 while Chart 27 shows the total numbers of Erasmus teaching assignments per subject and per country.

Chart 26: Erasmus Staff Mobility for Teaching by Subject Area: 2007–2008 to 2012–2013

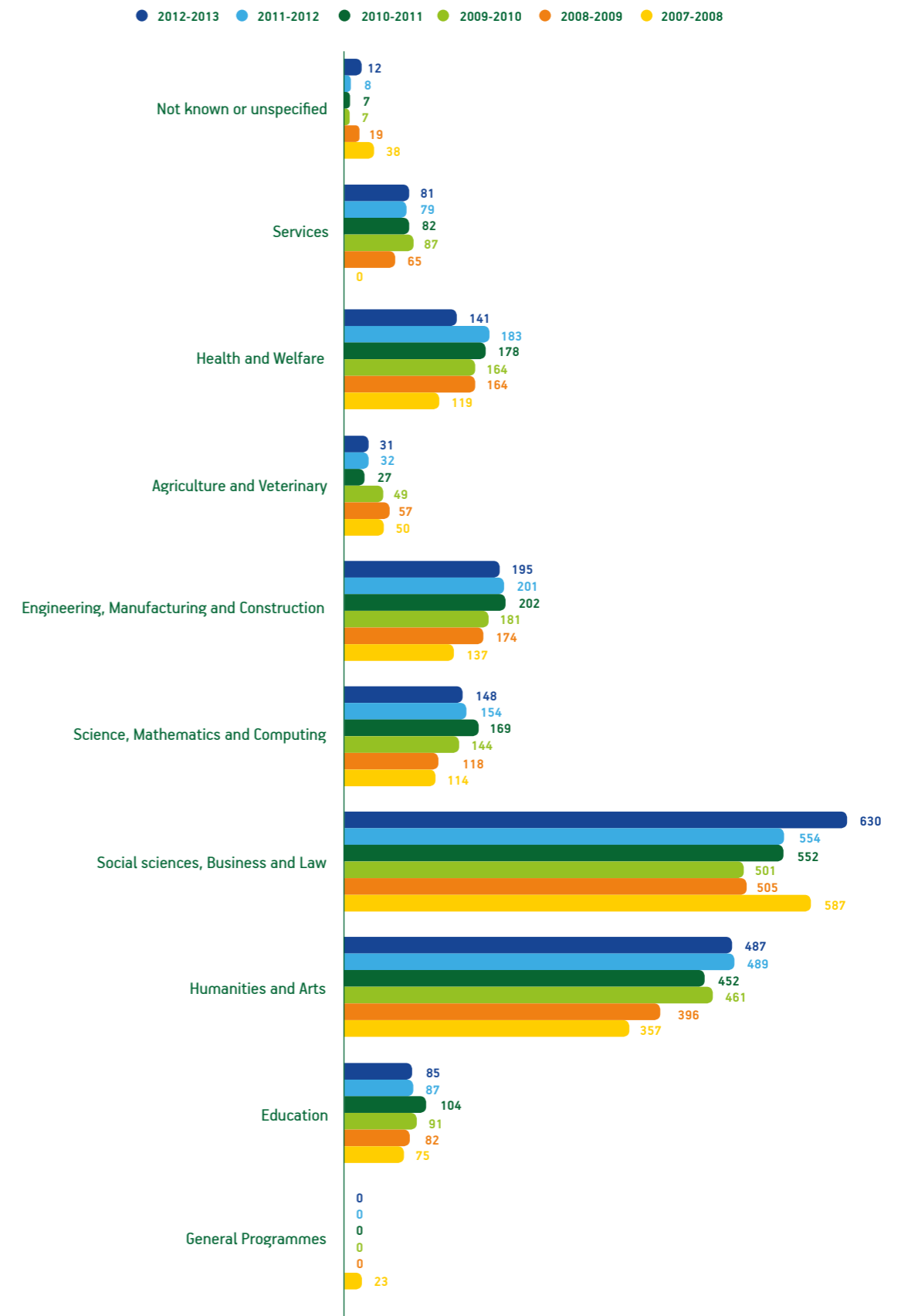
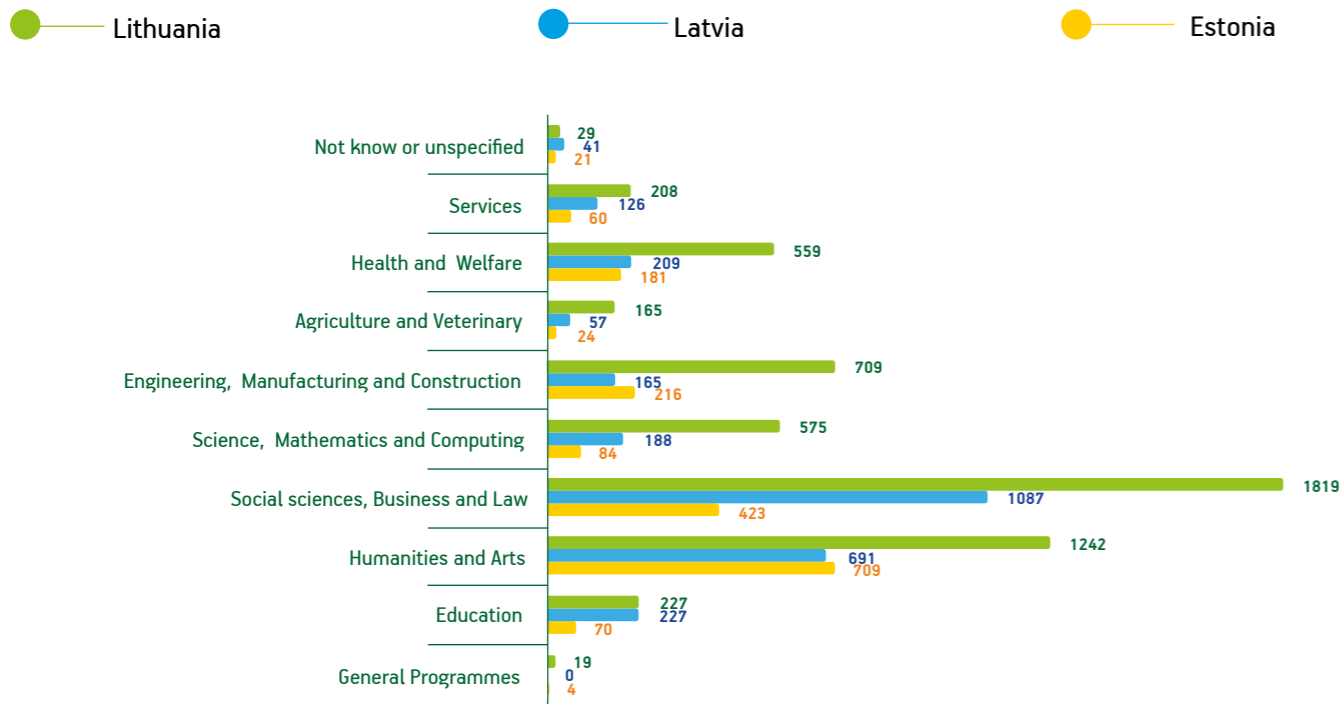


Chart 27: Staff Mobility for Teaching Assignments by Subject Area and by Country

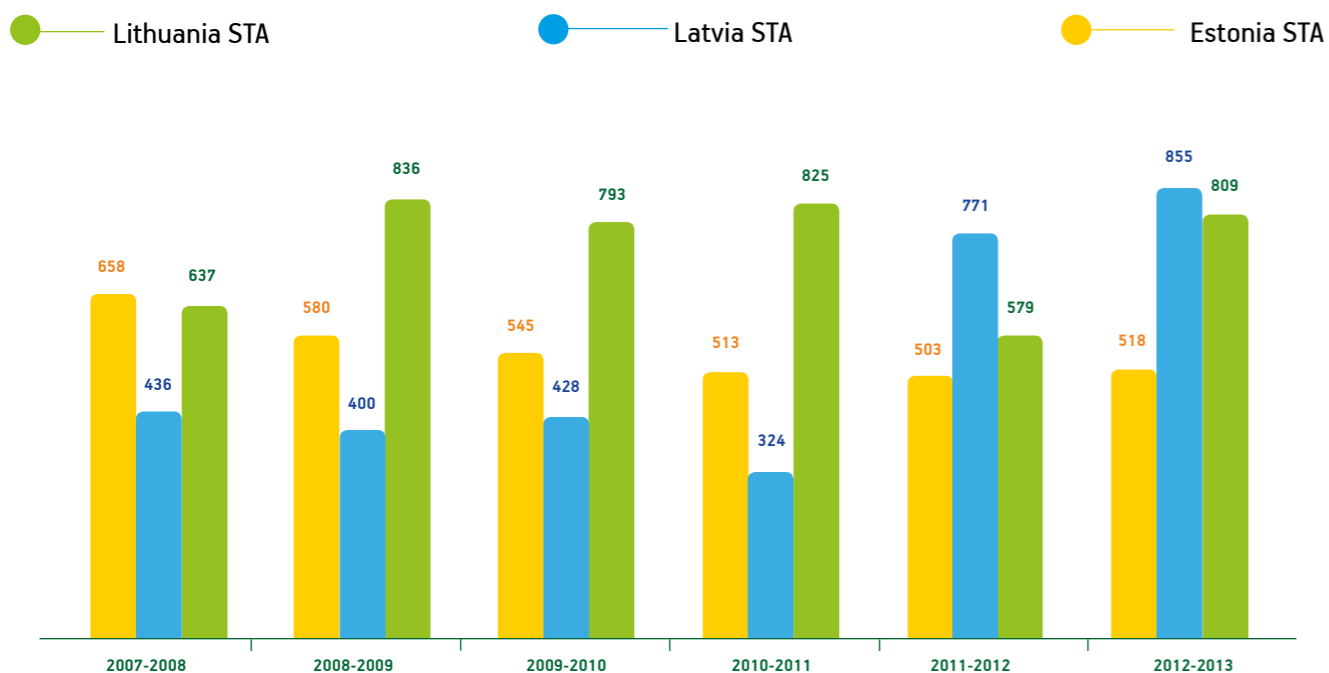


2.2.5. Grants for Teaching Assignments

The average grant, which combines the EU grant and complimentary national grant for a teaching assignment was **EUR 612 per visit**. It varies from a EUR

747 grant for teachers from Lithuania to a EUR 553 grant for teachers from Estonia.

Chart 28: Average Grant per Teaching Assignments: 2007–2008 – 2012–2013



2.3. Erasmus Staff Mobility for Staff Training

2.3.1. Introduction

In addition to teaching assignments, the Programme was opened up from the academic year 2007–2008 to allow both administrative and academic staff to participate in different forms of training abroad, such as job-shadowing or attending job-related conferences and workshops. Erasmus staff mobility for staff training offers an opportunity to go on training for a period of between one week (five working days) and six weeks

in a company or an organisation, such as a Higher Education Institution, in another participating country.

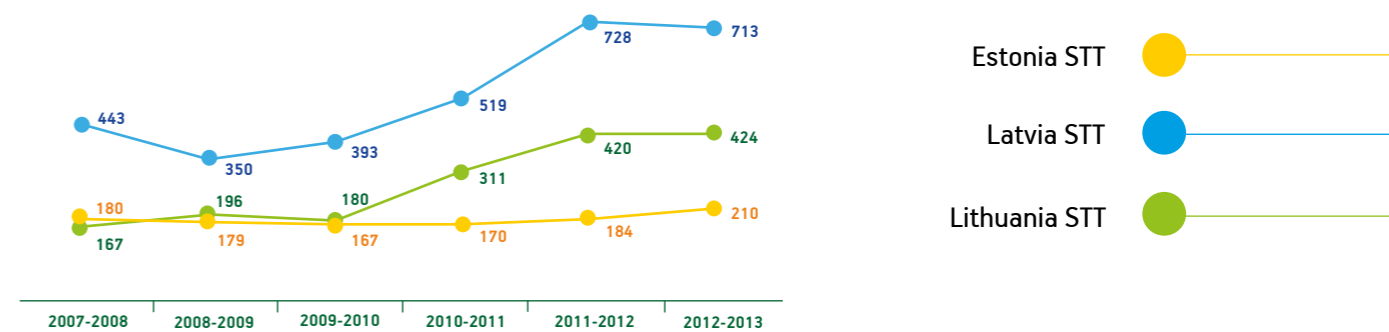
Staff mobility for training continues to increase in popularity. Out of the 16 069 staff mobilities **5 934** were **staff training periods**. This represented an **increase of 70 %** up from 790 in 2007–2008 to 1 347 in 2012–2013.

2.3.2. Outgoing Staff Mobility for Staff Training

Staff from **Latvian** Higher Education Institutions spent the **most periods abroad for training** with 3 146 staff training periods (a 53 % share) supported.

They were followed by staff from Lithuania with 1 698 (29 %) and Estonia with 1 090 (18 %).

Chart 29: Outgoing Staff Mobility for Staff Training per Home Country from 2007–2008



2.3.3. Incoming Staff Mobility for Staff Training

All Baltic countries had a total increase in the number of incoming Erasmus staff for training, except in 2008–2009 when there was a decrease in the number

of incoming mobilities -18 % in Estonia, -11 % in Latvia and -10 % in Lithuania. Estonia also experienced a 2 % decrease in 2011–2012.

Chart 30: Incoming Staff Training Visits per Country: 2007–2008 to 2012–2013

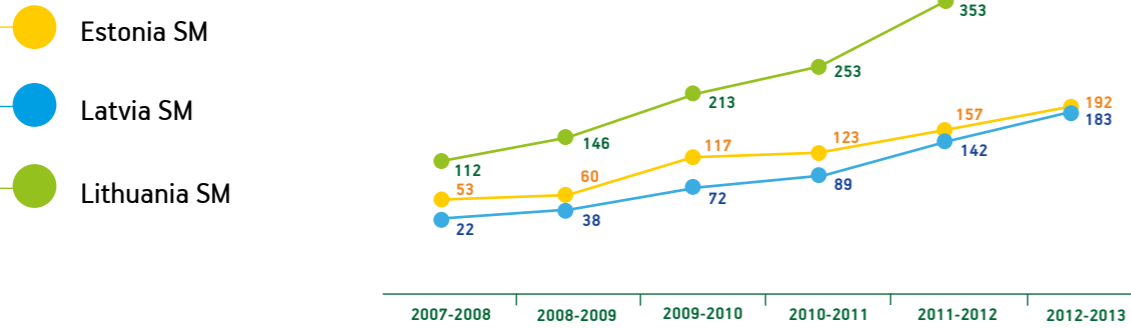
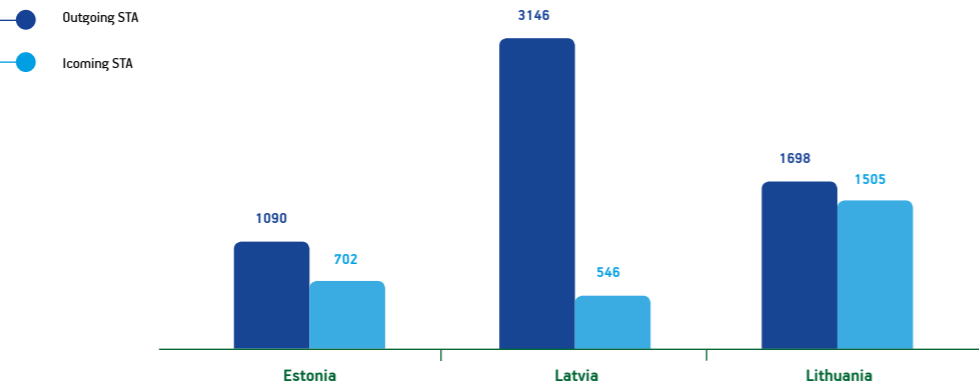


Chart 31: Outgoing-Incoming Staff Mobility for Staff Training by Country: 2007–2008 to 2012–2013



As we can see in Chart 31 the Baltic countries sent more staff on Erasmus staff training than they received. But, if compared with teaching assignments

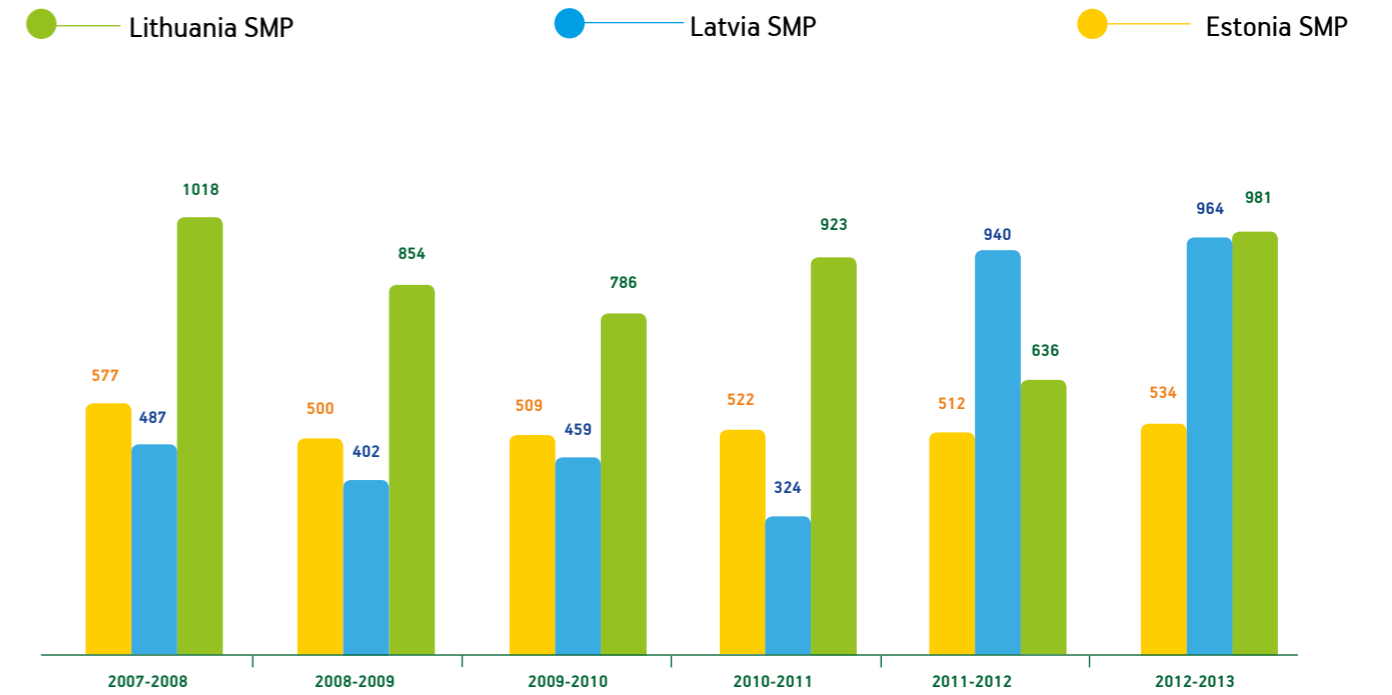
balance – staff training remains more balanced with a 39 % share of total incoming-outgoing staff in Estonia and a 47 % share in Lithuania.

2.3.4. Grants for Staff Training

Staff going abroad for training received an **average grant of EUR 663**. Staff training grants are on average higher than the grants for teaching assignments (EUR

612). The average grants varied greatly between countries, ranging from EUR 867 for Lithuanian staff to EUR 526 for staff from Estonia.

Chart 32: Average Total Grant for Staff Training per Country: 2007–2008 to 2012–2013



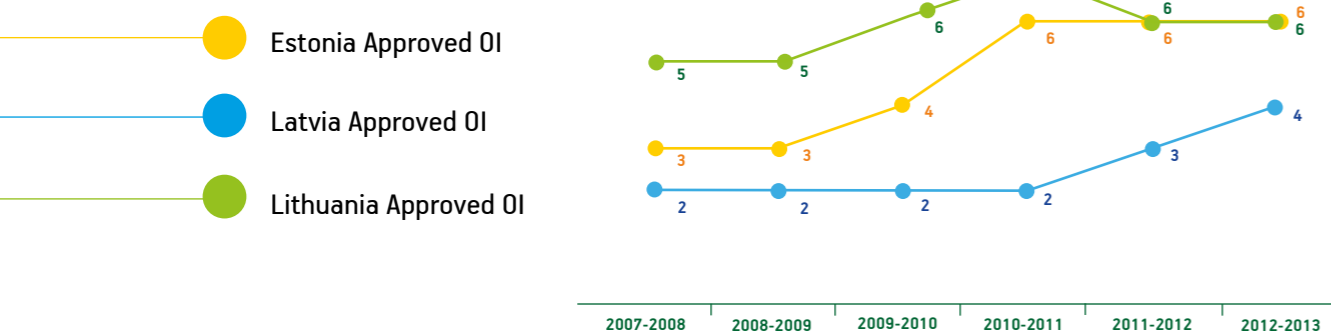
Erasmus Intensive Language Courses (EILC)

Since 1996, Erasmus has financed specialised courses in the less widely used and taught languages for students going abroad as part of the Erasmus Programme¹. The aim of Erasmus Intensive Language Courses (EILC) is to prepare incoming students for their study mobilities or company placement through a linguistic and cultural introduction to the host country. EILCs are organised in the countries where these languages are used as teaching languages at higher education institutions and are not organised for the

most widely taught languages English, German, French and Spanish (Castilian).

The number of Intensive Language Courses supported has grown tremendously since their launch and is very popular in the Baltic countries. Some **78** courses were organised in **three countries** from 2007–2008, an **increase of 60 %** from 10 organising institutions in 2007–2008 up to 16 in 2012–2013². The **highest number of courses** were organised in **Lithuania (40)** followed by Estonia (34) and Latvia (22).

Chart 33: Number of EILC Course Organising Institutions (OI) between 2007–2008 and 2012–2013



1. Between 1996 and 1999 a pilot phase took place, under the name "Intensive Language Preparation Courses" (ILPC). EILCs were (re) launched in 2001 and then in 2004 the name "Erasmus Intensive Language Courses" was introduced.

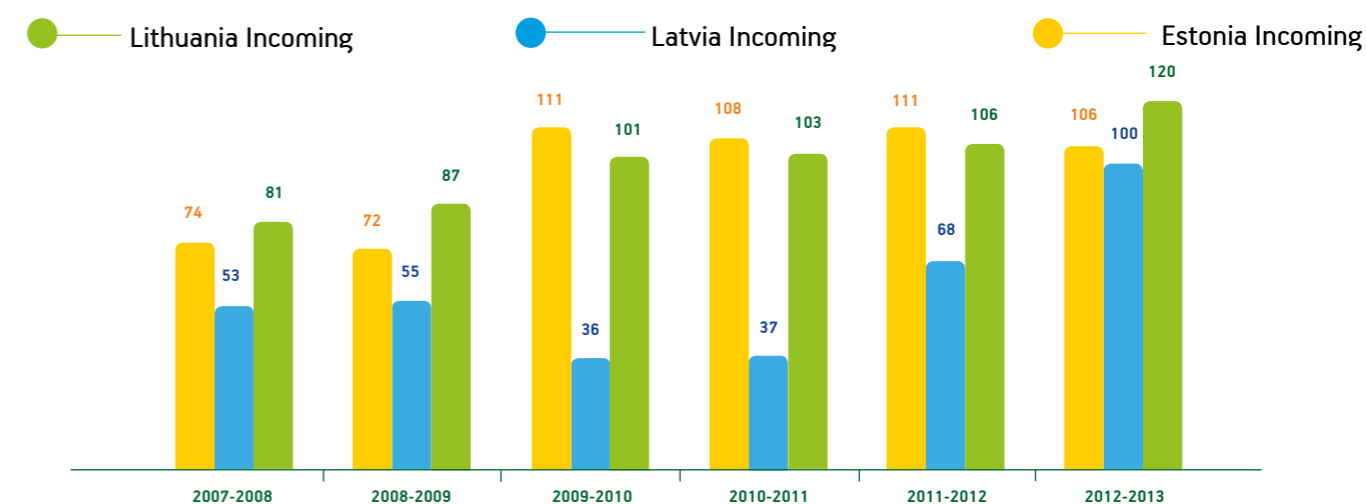
2. The participating EILC countries are: Belgium (Flemish Community), Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden and Turkey.

3.1. Incoming EILC Participants

The EILC are available for students who have been selected for an Erasmus study or a placement period. Comenius Assistants may also participate in the EILC if there is a surplus of places. The aim of the courses is to

prepare incoming students for their Erasmus study or placement mobility period through a linguistic and cultural introduction to the host country and institution.

Chart 34: Incoming EILC Participants per Coordinating Country: 2007–2008 to 2012–2013



The highest total increase in number of participants was in **Latvia (89 %)** up from 53 students in 2007–2008 to 100 students in 2012–2013, followed by Lithuania (48 %) and Estonia (43 %). On the other hand Latvia had the greatest **decrease** in the number of incoming students in 2009–2010 (-34 %) and Estonia had the highest **increase** in the same year (54 %).

Lithuania received the **highest number of students** or **598**, which represents a 39 % share of all students participating in the EILC scheme in the Baltic countries. Estonia received the second highest number of students (582, which is a 38 % share), followed by Latvia with 349 students (23 % share).

The **highest proportion of incoming students** participating in a language course was in Estonia, where 11 % of incoming students took part, followed by Latvia (9 %) and Lithuania (6 %).

Germany was the country with the **highest numbers of students** that participated in EILC organised by Baltic countries, with **350** incoming students (23 % share), followed by Italy with 150 (10 %), Poland and France with 117 and 115 students (8 %), and then Spain and Turkey with 114 students (7 %) each. The distribution of incoming students for EILC between host countries can be found in Annex 9.

3.2. Outgoing EILC Participants

Some **1 433 students** from the Baltic countries participated in an EILC course. This represents 4 % of the total number of outgoing students participating in the Programme.

In absolute numbers, **Lithuanian students** were by far the most active participants in EILC courses with **621** participants during the LLP programme period. This constitutes about 3 % of all mobile Lithuanian

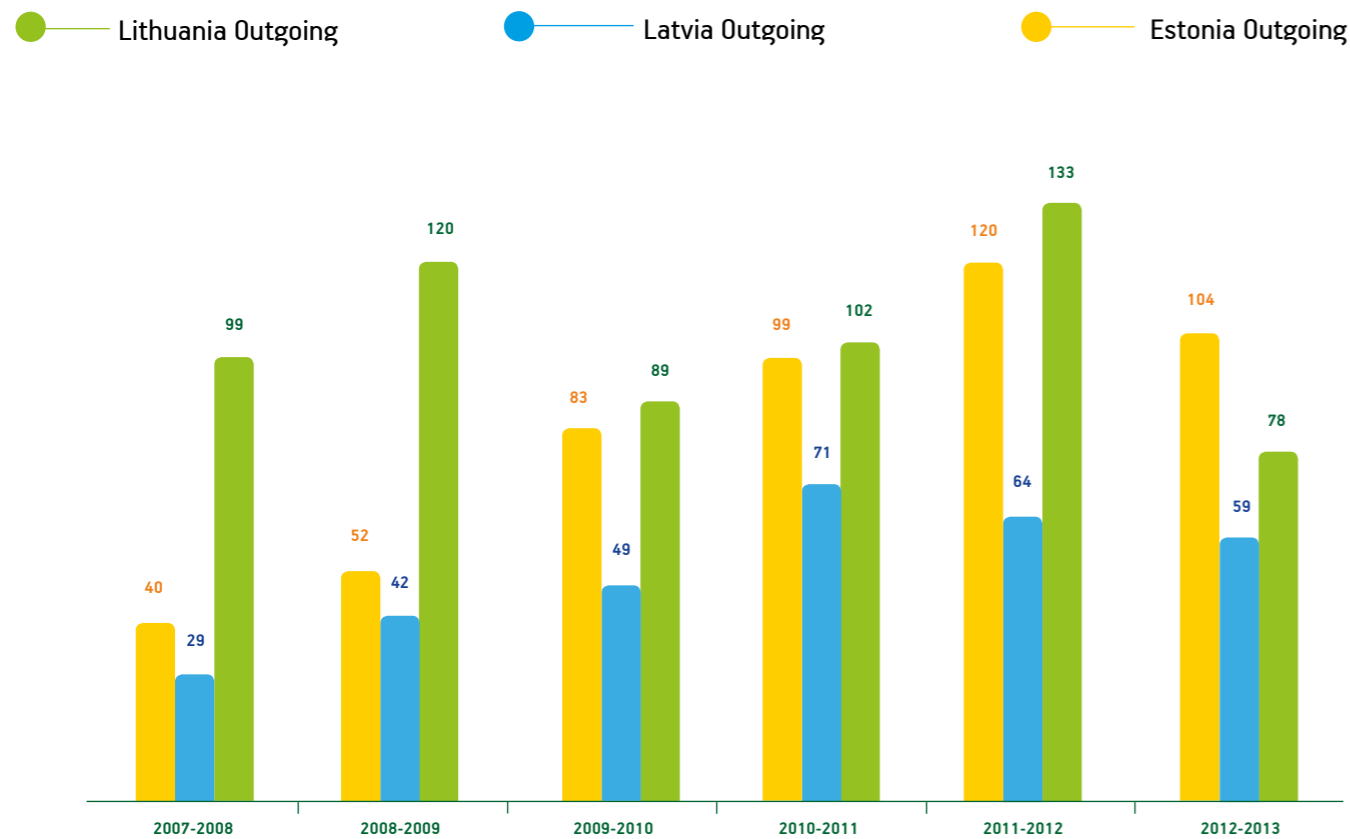
Erasmus students. The second highest participation was from Estonia with 498 participants (9 %) and then Latvia with 314 students (3 %).

The **highest percentage increase** in participation was among **Estonian students** with an increase of **106 % between the first and the last year**. Lithuania was the only country with decreased numbers in EILC participation with -21 % from 99 outgoing students in 2007–2008 and 78 students in 2012–2013.

The **most popular language** for Erasmus students

to learn before studies was **Italian** – 252 students went for EILC in Italy (18 % share), followed by Dutch and Portuguese (14 % each with 198 students in Dutch-speaking Belgium and 194 students in Portugal). Finland and Sweden were also among the top 5 countries popular for EILC participation (82 students, 6 % each). The distribution of outgoing students for EILC between host countries can be found in Annex 9.

Chart 35: Outgoing EILC Participants per Coordinating Country: 2007–2008 to 2012–2013



Erasmus Intensive Programmes (IPs)

Erasmus also funds Intensive Programmes (IPs), which are short subject-related programmes of study (of between ten days and six weeks in length), bringing together students and teaching staff from Higher Education Institutions from at least three European countries. These short study programmes encourage

the multinational learning of specialist topics; provide students with access to academic knowledge that is not available in one Higher Education Institution alone; allow learning about course content and new curricula approaches; and to test teaching methods in an international classroom environment.

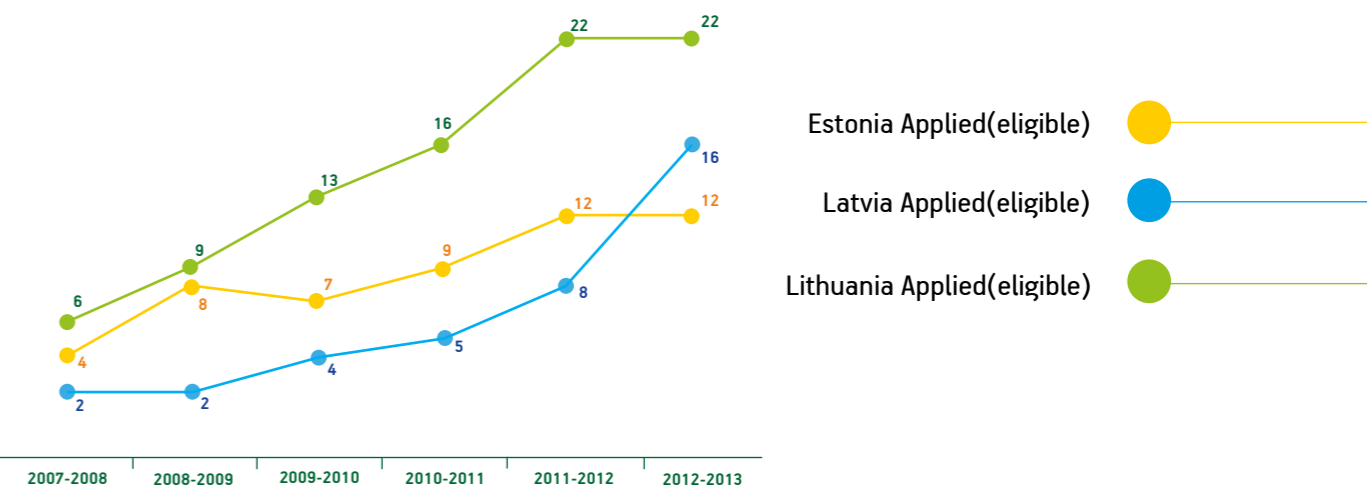
4.1. Number of IPs

Since the 2007–2008 academic years, IPs have been managed individually by the countries participating in the Lifelong Learning Programme. They have also experienced strong growth during this time. A total of 133 Intensive Programmes were organised in the **Baltic countries** from 2007–2008 to 2012–2013.

Chart 36 below shows the number of applied IPs per

country and Chart 37 – IPs that has been funded since 2007. The numbers have varied somewhat from year to year but there has been a steady increase in the number of funded IPs since the beginning of the Lifelong Learning Programme, except Lithuania in 2012–2013, which was due to lack of funding.

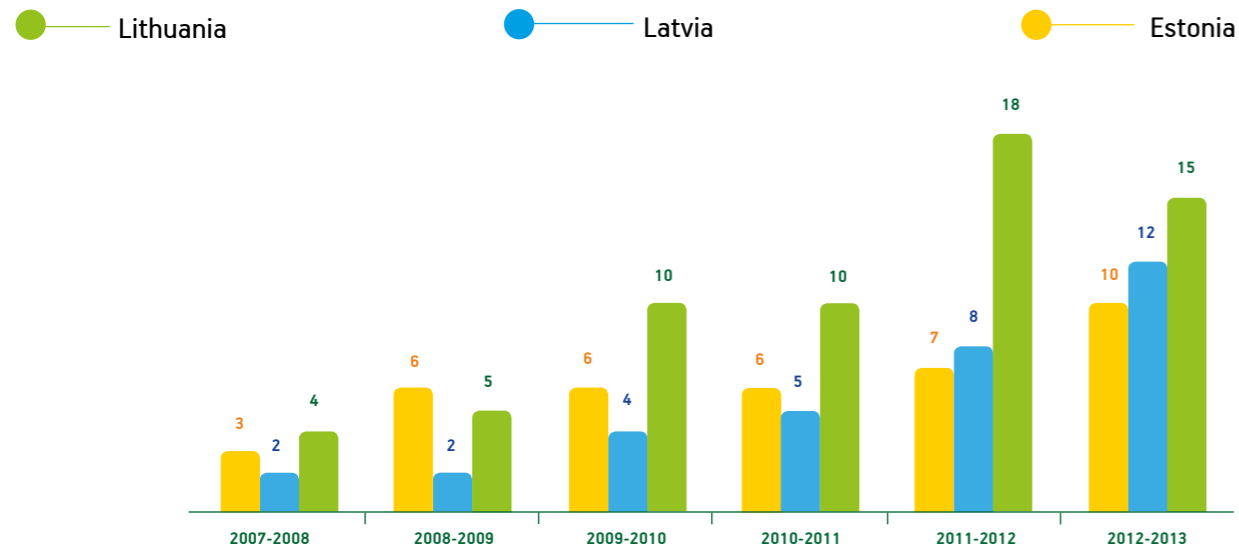
Chart 36: Number of applied IPs between 2007 and 2013



The highest number of courses (**81**) was organised by Lithuania, representing 61 % of the total number

of courses organised. Latvia organised 44 courses followed by Estonia (38).

Chart 37: Number of IPs per Coordinating Country between 2007–2008 and 2012–2013

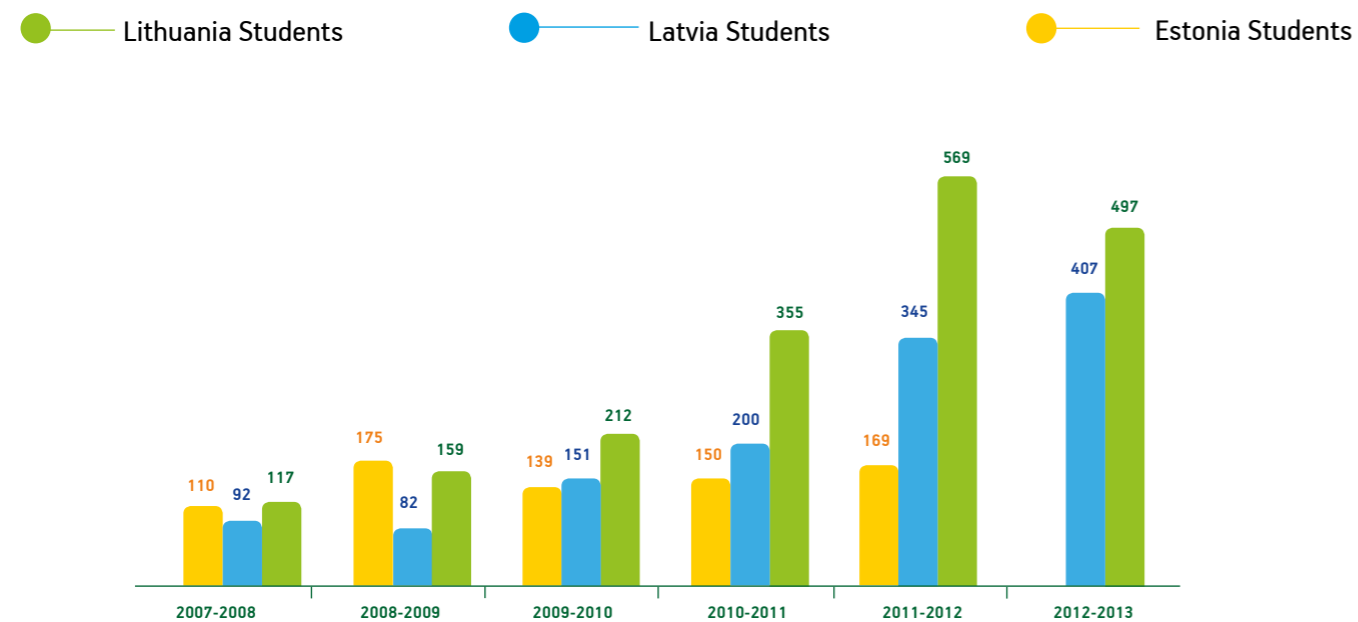


4.2. Participation in IPs

Overall **3 929 students** and **1 214 teachers** participated in Intensive Programmes in the three Baltic countries during the period from 2007–2008 until

2012–2013 (Note: Estonian data for 2012–2013 is not available). Out of the total number of participants, **students represented 76 %**.

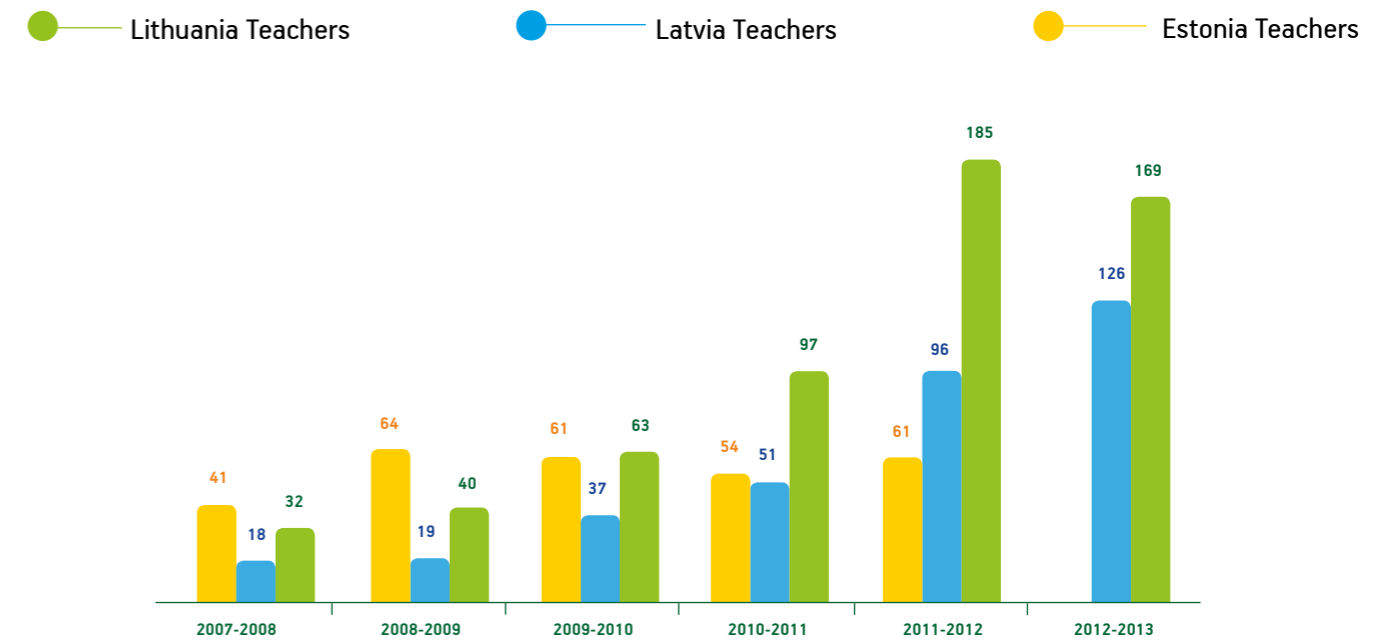
Chart 38: Students Participating in IPs per Host Country from 2007–2008 to 2012–2013



The number of **teachers** participating in IPs increased from 91 in the academic year 2007–2008 to **295** in 2012–2013, which constitutes an average **29%**

year-on-year increase. Teachers represented **24 %** of participants in IPs.

Chart 39: Teachers Participating in IPs per Host Country from 2007–2008



The **highest number** of partners in an IP was from **Finland** with **64** partner institutions, the Netherlands with 47, followed by Germany with 42. Lithuanian institutions were very active in IP projects in Latvia and

Estonia – 41 partners. Italy had almost the same number with 40 partnerships. Distribution of IPs partnership per countries can be found in Annex 10.

Erasmus Programme Budget

The Erasmus Programme experienced a sharp increase in its budget at the onset of the Lifelong Learning Programme in 2007. The funding for the Erasmus Programme under the Lifelong Learning programme for the seven-year period 2007-2013 was estimated at some EUR 3.1 billion. Most of the Erasmus budget approximately 96 % of the total Erasmus budget is used to fund mobility actions run by the LLP National Agencies in each country. These actions include student and

staff mobility as well as Intensive Programmes (IPs) and Erasmus Intensive Language Courses (EILCs).

Chart 40 below shows the evolution of the budget (in EUR) for Erasmus mobility actions per country since 2007 until 2013. It should be noted, that in the Baltic countries national co-funding shares are from 9 % (in Estonia) to 49 % (in Latvia) of the total budget. Total contribution of national co-funding per country is shown in Chart 41.

Chart 40: Erasmus Funds for Mobility Actions per Country: 2007–2008 to 2012–2013

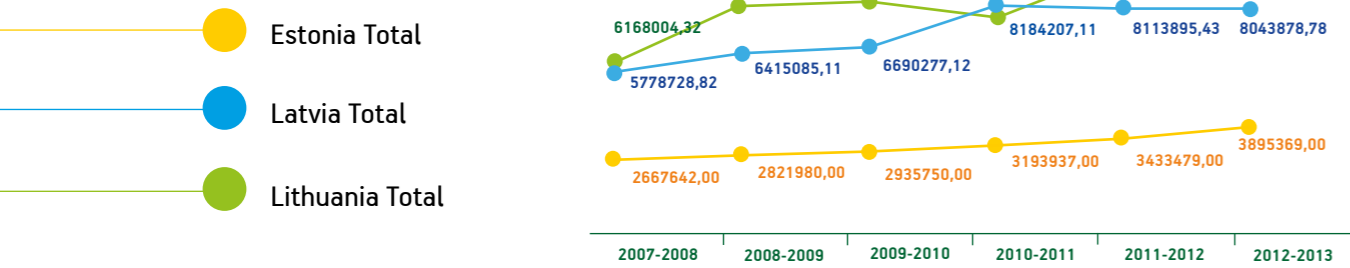
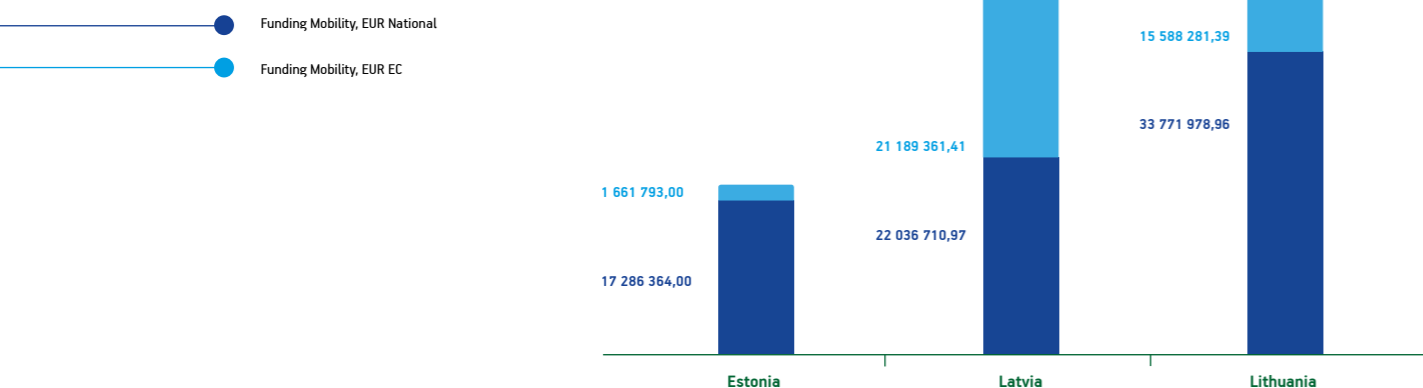


Chart 41: Share of EU Budget and National Co-Funding per Country: 2007–2008 to 2012–2013



Lithuania used the biggest budget for Erasmus mobility actions – EUR 49 360 260 or 44 % share of the Baltic countries in the LLP period, followed by Latvia with EUR 43 226 072 (39 %) and Estonia with EUR 18 948 157 (17 %). This amounts to 96.5 % of total budget spend in the Baltic countries for Erasmus activities from 2007–2008 until 2012–2013.

The remainder of the funding went to finance **Intensive Programmes**, which used 2.8 % of the budget and

Erasmus Intensive Language Courses with 0.7 %.

78 Erasmus Intensive Language Courses spent EUR 747 405 from 2007–2008 until 2012–2013 in the Baltic countries. The average grant per course was EUR 9 582 and the average cost per student was EUR 489. The total grant spent on the 133 Intensive Programmes organised during the same period was EUR 3 259 005. Each Intensive Programme received on average EUR 24 504.

Chart 42: Budgets per Country for Erasmus Intensive Language Courses: 2007–2008 to 2012–2013

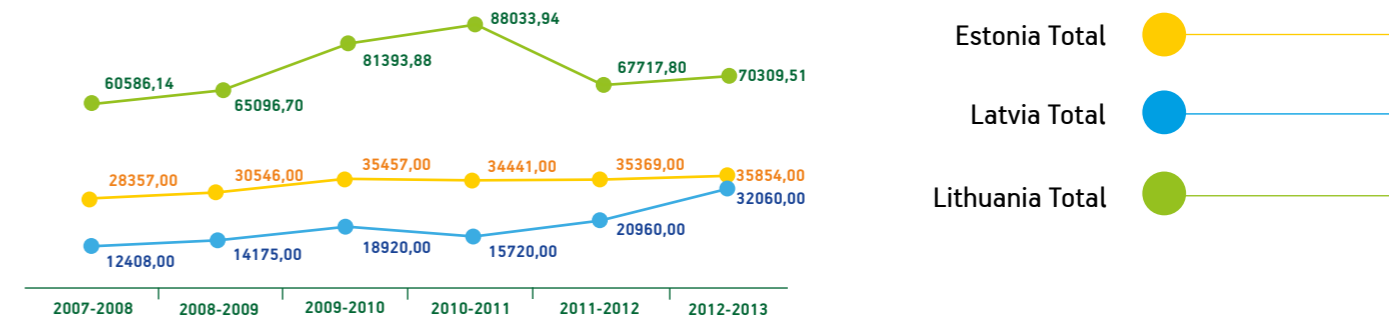
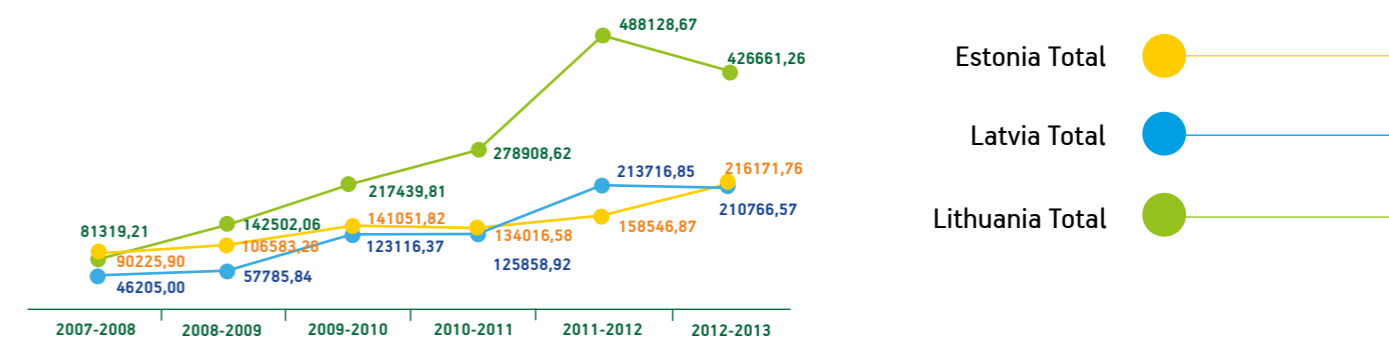


Chart 43: Budgets per Country for Erasmus Intensive Programmes: 2007–2008 to 2012–2013



National co-funding for EILC was provided only in Estonia (24 % share) and Lithuania (54 % share), and only Lithuania co-funds IPs. This accounted for 14 %

of total IPs budget in Lithuania during the LLP programme.

Examples of Best Practices

6.1. Students' Testimonials



6.1.1. Ms Pille-Riin Lillepalu (Viljandi Culture Academy of the University of Tartu, Estonia):

environment, where nobody has any expectations for you. But the most important motivation to go for Erasmus was the desire to learn and see new perspectives of making theatre and open the door to international theatre for herself and maybe then even for others.

All the expectations were fulfilled. She finds the host institution to be very high quality, the graduates there were competitive and independently thinking, professional young producers, who also want to matter and make a difference. The teachers were not only professionals in their field, but were also famous for their work and collaborate with the biggest theatres in the world. On the other hand, she learned to love her own home university again. Amsterdam – was for her a total inspiration with its hectic atmosphere, amazing architecture and spectacular amounts of culture.

She hopes that thanks to her exchange period at least some people she has been in contact with will start to look more towards Eastern Europe as an interesting destination to develop cultural relations. She believes the connections have a great influence on her and on her actions in the future, so she could be one of the small but important chain links in the cultural relations between Estonia and The Netherlands. "But why not with the rest of the world? Dream big, right?" – she hopes to make her aspirations a reality.

"Already during my first year of studies at the Baltic International Academies graphics design department I knew that I had to use the wonderful opportunity that was offered by the ERASMUS programme. Despite the

- Erasmus student at Amsterdam School of Arts, Netherlands for 5 months.

- Elected as the 3 millionth Erasmus student from Estonia.

Ms Pille-Riin Lillepalu doesn't think of herself as one of the usual Erasmus students - she was only an exchange student at her host university. She values this experience even more – she became more independent and made amazing Dutch friends. She felt that she had "blended" in with locals and discovered a lot thanks to her local schoolmates and the crazy work hours at school. She wanted to discover the weakest and strongest sides of herself and she thought that often the only possibility to do that is in a totally different

6.1.2. Mr Kārlis Musts (Baltic International Academie, Latvia):

- Erasmus student at Technologiko Ekpedeftiko Idrima (T.E.I.) Of Athens, Greece for 8 months.

unstable situation in Greece at that time, I chose the Technological Educational Institute of Athens as my hosting university, and, I must add, it's a decision that I do not regret in the least.

With the help of my coordinators I dealt with all the necessary paperwork and was soon packing my bags for my five-month stay in Athens. Met by the unusually hot Mediterranean climate and hardly believing my luck, I was standing in front of my new residence – one of the greenest buildings in the city, with the oldest Latin dance club in Athens- Folie, lying just at the foot of it. I was greeted there by the owner and his family and throughout my stay at his home he showed me the renowned meaning of Greek hospitality and their way of life, giving me great insight into Greek culture, history and cuisine.

As the months passed, alongside learning how to go for a coffee break for two hours, I studied the Greek language and attended my university courses which, despite the frequent disruption by the protests, were quite interesting and engaging. I took every chance I had to travel around the country, discovering how

spectacularly beautiful and diverse it is, while bonding with my fellow students and future friends from all around the world. Meanwhile I was staying in touch with other Latvians by attending events at the Latvian embassy and the many other gatherings.

By the end of my first semester I understood that Greece was not going to let me go and would make me return again, so I had to extend my stay here for a second semester and, eventually, also through most of the summer, enabling me to explore the country even more closely and, luckily, saving me from the small ice age that had taken over the rest of Europe at the time.

In conclusion I can just say that I will probably remember this year in Greece as the best one of my life. It has really broadened my outlook, allowed me to gain greater independence and many dear friends around the world that I will always remember, alongside the picturesque landscapes, magnificent architecture and people that I learnt to fall in love with at this cradle of democracy and western culture. I would urge all other students to go through this life changing experience – ERASMUS. "– optimistically concludes Kārlis Musts



6.1.3. Ms Giedrė Pranaitytė (Vytautas Magnus University):

- Erasmus student at University of Bergen, Norway for 5 months

- Elected as the 2 millionth Erasmus student from Lithuania

- Erasmus internship at Institute for Cultural Diplomacy in Berlin, Germany for 3 months

Giedrė Pranaitytė evaluates her Erasmus Exchange studies from the professional perspective - "Due to high academic results, I was given a chance to spend some

time at the University of Bergen (Norway) as an Erasmus student. I was impressed by the competence of Norwegian scholars who not only analysed some theoretical insights but encouraged their students to relate their knowledge to individual researches and practical activities. As a consequence, I came to the conclusion that a valuable scholarly analysis is inseparable from direct involvement in political events and processes.

During my PhD studies I decided to do an Erasmus internship at the Institute for Cultural Diplomacy in Berlin, Germany. My major objective was to combine academic knowledge with some practical skills in the realm of diplomacy. Three months spent in the capital of Germany taught me to deal courageously with unexpected challenges. As an intern, I took part at the international symposium on cultural diplomacy "Culture, Globalisation and International Relations over the

Next Two Decades". It was extremely beneficial for me to find out how such a large event had to be organised and what difficulties might sometimes occur on the way. I was more than happy to visit some important political and historic locations such as the German Reichstag and the Federal Foreign Office as well as listen to a variety of insightful speeches made by important political figures, skilled diplomats and leading scholars. In addition, I was asked to write an academic article about Lithuanian cultural diplomacy.

Having returned back from Germany, I decided to apply my newly developed skills in practice and organised a special conference "Celebrating the 20th Anniversary of the Restoration of Lithuanian Independ-

ence: Dilemmas of the Past, Challenges of the Present and Perspectives of the Future" at the Historical Hall of Vytautas Magnus University where the Cabinet of the Ministers of Lithuania used to hold meetings until 1940. It should be emphasised, however, that namely my personal experience as an Erasmus intern at the Institute for Cultural Diplomacy served as a source of inspiration to bring all those people together and write one more article about the development of cultural diplomacy in Germany. At the same time I encouraged all students present at the conference to forget their doubts and participate in the Erasmus programme in order to discover new horizons for the future."

• 6.2. Staffs' Testimonials

• 6.2.1. Ms Mairita Folkmane (Daugavpils University)



• Erasmus lecturer in Mehmet Akif Ersoy University, Turkey

"One of the aims of my visit was popularisation of Latvian traditional and contemporary ceramics. The ceramic industry is strongly developed in Turkey, therefore it was important to launch an exchange of experience with Turkish colleagues and establish links of cooperation in arts between the Department of Art and Design of Daugavpils University and visual arts institutions in Turkey.

In my opinion, the language barrier is the biggest obstacle, as it turned out that the Turkish students have quite poor English skills, our lectures were translated, which, of course, made the work and communication difficult. However, those, who speak English, were interested regardless of the differences in our climate and culture and possible obstacles they might cause. From our discussions, I could make a conclusion that Turkish students are more interested in other European countries as far as they have much more information about them. However, the information that accommodation and food are cheaper in Latvia and nature is beautiful, and culture is highly developed may arouse

the interest of the students from other countries about a region, which is new and unknown to them.

I am very glad of the experience obtained during the Erasmus mobility programme, as I am interested in how the study process takes place in other countries in order to better understand what we need to do to improve our study quality, as well as making our stu-

dents feel confident that their education is competitive in their field. Undoubtedly, it was of value to become acquainted with the culture, art and nature of Turkey.

I am very grateful and satisfied with the experience I acquired within the Erasmus mobility programme." – Mairita Folkmane warmly remembers moments of her visit.

• 6.2.2. Ms Sirje Virkus (Institute of Information Studies in Tallinn University)

- has been participating in Erasmus as a teacher/ staff already from the year 2000
- Erasmus 25 teacher/staff ambassador for Estonia

She has been involved in Erasmus already since 1999, when the programme possibilities opened for Estonia. In the beginning Sirje Virkus acted as an Erasmus departmental coordinator of the TU establishing Erasmus bilateral agreements with more than 15 universities. She has been a lecturer in many partner universities since 2000. She was one of the most active and efficient promoters of the internationalisation process of Tallinn University (TU). Sirje Virkus was also a board member of the university's fund for internationalisation – the most important decision-making body in the university, regarding international activities. It is important to note that she was one of the main contributors to the university's strategy for internationalisation (2008–2015). Chapters concerning real and virtual mobility include many of her ideas and suggestions.

Erasmus mobility has supported various activities in partner universities: teaching, research as well as personal development. It has helped to develop many professional contacts and develop other European joint research and development projects together. It has widened knowledge in many professional fields and about modern teaching and learning methods in



partner institutions, and supported the development of intercultural competencies. In addition, many good friends have been acquired in this process. Thus, Erasmus activities have been very beneficial both professionally and personally. One important outcome of the Erasmus mobility scheme has been that the Institute of Information Studies has become much more visible internationally. Erasmus has helped to perceive European issues and developments more personally, to feel these through personal contacts and experiences. Erasmus activities have been and will be crucial in

achieving the internationalisation aims of Tallinn University and the Institute of Information Studies.

The biggest challenges for preparing and implementing mobility were connected with finding a suitable timeframe for mobility, because of teaching activities at the home institution. Thanks to Sirje Virkus' participation in a broad range of international activities

6.2.3. Ms Aušrinė Packevičiūtė (Lithuanian Sports University)

- started participating in Erasmus during Master studies and continued as Erasmus lecturer

For Aušrinė Packevičiūtė, Lecturer from the Department of Applied Biology and Rehabilitation at Lithuanian Sports University, the first taste of an international academic experience was during her Master studies. Being confined to the wheelchair due to her severe physical disability, Aušrinė did not allow her physical condition to prevent from taking advantage of opportunities provided through the Erasmus programme. As the first year Master student, Aušrinė spent her Erasmus study period at the KU Leuven University in 2006 together with other international students following the course in the European Master's Degree on Adapted Physical Activity (EMDAPA). Master's studies in Lithuania and Belgium helped her to develop competencies in the area of physical activity for people with different disabilities and to extend her knowledge in research theory and methods applied to this broad domain.

From 2008, Aušrinė Packevičiūtė started to work as a lecturer at the Department of Applied Biology and Rehabilitation, teaching different courses related to the integration of the disabled through adapted physical activity and taking part in research activities. When HAAGA-HELIA University of Applied Sciences in Finland invited Lithuanian Sports University to set up the Erasmus partnership and take part in running the intensive three month course European University Diploma in Adapted Physical Activity (EUDAPA), Aušrinė

she has built a wide professional network. Her contacts have opened new horizons for the university. It has opened new partnership possibilities for the university. She strongly recommends all of her colleagues to take part in the Erasmus mobility scheme as she regards this experience as highly valuable.

Packevičiūtė was one of the Erasmus visiting teachers from 14 European Universities who contributed to the success of this international course for successive three years (2012 – 2014).

"During these teaching visits I learned that the Nordic countries not only have an advanced training system of professionals in adapted physical activity, but also have developed an excellent infrastructure for the organisation of adapted physical activities for people from different age and social groups. In Lithuania, we still have to make a long walk to reach recognition of this important profession. Such international programmes as the EUDAPA not only help to train students, but also to achieve a wider publicity in the community and to build sustainable international relations", says Aušrinė Packevičiūtė reflecting on her Erasmus teaching visits to Finland.

Participation in the Erasmus staff mobility helped Aušrinė Packevičiūtė to discover new interactive working methods with students and renew her passion for teaching.

6.3. Most Active/Attractive HEIs

6.3.1. Tartu Art College (TAC)

The Estonian Ministry of Education and Research together with the Archimedes Foundation voted TAC the most successful higher educational institute for international relations in Estonia in 2009. In 2010 the EC selected TAC for one of the Erasmus success stories in the category of 'Erasmus decentralised actions 'positive effect on the internationalisation processes of the HEIs'.

Tartu Art College (TAC) offers courses in seven fields of art. During the 2009-2010 academic years, 303 students studied at TAC, including seven foreign students, while 26 Estonian students went abroad. The college first took part in the Erasmus Programme in 2003 and by 2011 was the most successful educational institute in Estonia in terms of international relations with the highest percentage of outgoing students and personal supervision provided in English, Russian or Finnish to support international students. From year to year the TAC has been the number one educational institution in Estonia considering the percentage of outgoing Erasmus students. The small size of the institution (with about 92 staff members) enables an individual approach and close cooperation between all units. The

Agreement on Good Practices concerning internationalisation of Estonia's higher education institutions is signed and steps are taken on every level to provide international guests and home students/staff with pleasant academic and personal experiences.

Student mobility: The selection process is transparent and thoroughly explained. The placement process is closely followed by the coordinator and each trainee will be provided with a Europass certificate. TACs' priority is to increase the number of incoming students. A team of advisors is set up for providing information before arrival and compiling an individual study plan.

Staff exchanges: The greatest impact of Erasmus activities is the visible increase in interest in studying/teaching/being trained abroad, the Ministry's award for the extra high Erasmus percentages and appraisal by the delegation of culture attaches residing in Estonia. TACs' staff has been asked to share their Erasmus experiences with staff of other schools. The rector has emphasised internationalisation as a priority in the development strategy as contacts with colleagues abroad and joint exhibitions are the foundation of sharing best practices.



• 6.3.2. Daugavpils University (DU)

DU has been participating in the Erasmus Lifelong Learning Programme (LLP) since the academic year of 1999/2000. It was one of the first higher education institutions of Latvia to become involved in this EU education cooperation programme.

Initially DU put a greater emphasis on Erasmus activities for students — study and practice mobility programmes; however, quite soon the academic staff was also involved in the teaching activities for the teachers of higher education institutions and the staff of invited companies and foreign higher education institutions.

Before joining the Erasmus programme, several faculties of Daugavpils University had already established cooperation with higher education institutions in the Baltic States and other foreign countries. When joining Erasmus, the international cooperation reached a new quality, because the availability of grants helped to organise more frequent experience exchange visits, common projects, as well as organise mobility programmes for students, teachers and administrative personnel.

In 2013 Daugavpils University had concluded 88 bilateral agreements in various fields of study with European higher education institutions from 21 countries. Since 1999/2000 approximately 180 representatives of the academic staff and administrative personnel have participated in Erasmus teaching mobility programmes.

The academic staff mobility programme expands and improves the range and content of the courses offered in Daugavpils University. It enables the students, who do not participate in Erasmus mobility, to benefit from the knowledge and experience, obtained by the academic staff of the university during their visit to partnership higher education institutions. Academic staff mobility promotes the exchange of knowledge and pedagogical experience and strengthens the link with partnership higher education institutions in Europe. The contribution of foreign guest teachers is also of importance. They always bring something new to the higher education institution - both for the content of studies and the teaching methods. The guest teachers also encourage the lecturers, personnel and students of Daugavpils University to participate in Erasmus mobility by showing their example. Quite often students decide to go for Erasmus mobility to the universities of the guest teachers, who have been giving lectures at the University of Daugavpils. Similarly, guest teachers also attract large numbers of Erasmus students to Daugavpils University. Useful contacts obtained as a result of the mobility activities of teachers have helped to implement new projects within the framework of the Lifelong Learning Programme both in the capacity of leading project managers and participants in cooperation partnership and also by actively involving the local students of Daugavpils University.

• 6.3.3. Vilnius University

Vilnius University has always seen participation in the Erasmus programme as both a goal in itself and as a means to reach higher level of internationalisation of the university. Participation in the programme has allowed the strategy of internationalisation, which was outlined as early as 1995, to be developed and imple-

mented. The university joined the Erasmus programme in 1999 and at that time could boast only 9 incoming and about 40 outgoing students while in 2009 these numbers have grown to 226 and 479 respectively. Participation in the programme has allowed finding new reliable partners that led to involvement in other EU



educational programmes.

Student exchanges have tremendous impact on academic quality and curricula reform. In 2010 the university offers more than 450 courses in English (compared to 50 in 1999). This provides fair academic choice for incoming students and allows putting local and international students in the same classroom. The most recent influence of mobility extends to the emerging programmes that provide mobility windows or those that offer courses only in English during one out of four years of Bachelor level programmes in order to ensure academic offer for incoming students and provide local students with adequate language skills in their own subject area. Active participation in placement activities saw a great movement of renewing existing curricula in order to integrate student placements and provide them with strong academic content and relevance.

Thanks to the Erasmus programme three new joint programmes were emerging at three different faculties of the university, while several joint modules have already been integrated. These activities have

conditioned the university to become the first in the Baltic States to coordinate an Erasmus Mundus Master course.

The programme has fostered the shift of attitudes from national to European and Global priorities as well as significant structural change at the university. It gave birth to such structures supporting student mobility as the mentor/buddy system, the Erasmus faculty coordinators' system as well as strengthened student support services and lately, through placement activities, high-quality career guidance. These new structures and active implementation of ECTS tools and their guiding philosophy had great influence in fully solving issues on the recognition of study periods abroad.

The internationalisation strategy of the university puts great emphasis on the Erasmus programme on the one hand, while on the other hand the strategy itself is dictated by the priorities and activities prominent in the Erasmus programme but extended beyond the European geographical area.

• 6.4. Best Practice in Intensive Programmes

• 6.4.1. “Brass & Jazz eliminates boundaries between the classics and jazz” (Jāzeps Vītols Latvian Academy of Music)



teachers worked with students to enable the jazz students to attend the classical music workshops and vice versa – to enable the students of academic music to acquire the nuances of jazz playing. Improvisation classes, a course on jazz history and record production and individual classes were also included in the programme. The students played music in various ensembles, participated in three jam sessions, and also played during the closing banquet, sponsored by the Embassy of the Netherlands. Project participants performed during several concerts at the Riga Festival. One noteworthy event was the concert of the teachers involved in the Brass & Jazz project. During the final concert of the project all the students, the most interesting ensembles, the teachers as well as the Big Band established particularly for this concert took part.

Again in 2012 – Brass & Jazz took place for the second year, joined by a new partner. This time, too, an extensive and intensive programme was provided for the young musicians – the teachers involved in the project led group and individual classes, improvisation practice, brass ensembles and jazz combo, students were invited to participate in a big band, and the cooperation with the organisers of Riga Festival was continued.

Participants share their impressions:

‘Brass & Jazz gave me the opportunity to feel the taste of jazz music and try improvisation. It was interesting to play academic music together with the jazz students. Thus we learned from each other and enriched our experience.’

‘Brass & Jazz programme was interesting for me not only because of the great teachers, participating in the project, but also because of the interesting musical repertoire. It was a wonderful and invaluable experience therefore such projects should be organised more often.’

‘We had an intensive study plan, during which we acquired a lot of new knowledge with great teachers. It was exciting to learn the nuances of jazz music with which I had not been previously familiar. This experience will enable me to combine both styles and find new creative ideas in the future. I got real satisfaction, while participating in this intensive summer course.’

In 2011 the Erasmus Intensive Programme Brass & Jazz broke down the boundaries between the academic and jazz study programmes. It was a pilot music project, where almost 90 jazz and academic students and academic staff from musical higher education institutions of Latvia, Lithuania, Netherlands, Switzerland and Sweden experienced so far unprecedented intensive courses. The key task of this project was to change the musical environment, encouraging testing the talent of each student in another area. As a result of this the young musicians acquired new knowledge and experience and learned new skills, the teachers invited for the project shared their experience widely while complying with an iron-tough regime, and also enjoying the great atmosphere.

Interest for Brass & Jazz was extremely high among the students. In line with the programme name, over ten days participants were involved in intensive work both during workshops and concerts from nine o'clock in the morning to ten o'clock in the evening; no one, however, complained of exhaustion. All students participated in warm-up classes, which were led by various teachers in turn. Both jazz and academic music

• 6.4.2. “Summer University in Sustainable Rural Tourism” (Kuressaare College of Tallinn University of Technology)

The goal of the International Summer University in Sustainable Rural Tourism was to promote international networking between higher education institutions in the field of tourism: cooperation in teaching sustainable rural tourism; integration of sustainable tourism topics into the study programme, as well as gathering and sharing international know-how and experiences for developing a module in sustainable and rural tourism.

In August of 2009, 2010, and 2011 three 12–14-day-long summer schools took place on a holiday farm in Saaremaa, Estonia, which enabled closer contact with a practical side of rural and nature tourism. Under the supervision of lecturers from Estonia, Finland, Latvia, France, and the USA international groups of tourism students improved their knowledge and skills in sustainable tourism; learned about the perception of nature and cultural heritage, tourism and visitor management issues in protected areas; event management in rural tourism; adventure tourism in the countryside, and innovations in rural tourism.

Each day of the summer school was divided into an academic and a practical part: in the morning there were lectures and seminars but after lunch there was more practical active learning (field trips to enterprises of rural tourism, hikes in the countryside, workshops with local tourism entrepreneurs, and preparation for group projects).



In each summer school group work tasks were performed where students presented their ideas for developing sustainable rural tourism in Saaremaa. In the summer university of sustainable rural tourism held in 2011 22 students from 5 countries participated. Five thematic package tours were prepared by student teams (a so-called bread expedition, a market and festival of local food and products, a cycling tour, a hike around North-Saaremaa, and a training trip of photo tourism around the islands). The participants kept their summer school diaries, which were presented electronically immediately after the event.

• 6.4.3. “Contemporary Past” (Vilnius Academy of Arts)

The Contemporary Past project received award in the Quality Competition organised by the Lithuanian Education Exchanges Support Foundation as the best IP project of 2008–2009. The programme brought together students and teaching staff from Finnish, Lithuanian, Romanian and Swedish higher education institutions. The programme was divided into separate projects. Although each of them was focusing on

different subjects, the cross-disciplinary aspect and the theme of contemporary forms of the past representations remained the core of each project. All the projects encompassed lectures, artist talks, film screenings, workshops and a final public presentation of works created by the students. Some of the activities were open to the public.

The project New Art Forms in Memorial Building



(2009) was dedicated to commemorative projects realised in Europe and elsewhere, with particular focus on contemporary solutions for suggestive memorials. Working on their memorial projects students concentrated on mass deportations of Lithuanians to Siberia before and after the Second World War.

The project *Moving Images as a Fluid Memory* (2011) dealt with the issues of memories and past representations. Its main medium was moving images including a vast variety of expressions (fiction film, experimental film, documentary, video installation, etc.). The main purpose of the project was to open discussions about moving images as a memorial and to explore their power for sculpting in time.

The project *Tracking a Postcard* (2012) focused on message transfer in visual arts and referred to the historic mail road, which ran along the Curonian Spit in the 19th century and connected Königsberg and Riga. The course linked communication by post to communication by visual representation and suggested the participants to reflect on travelling, be it a message travelling from a sender to a receiver, an idea, an object or a person.

The project *Counterstrategies for Greenwashing* (2013) investigated artistic projects and cultural initiatives dealing with ecology and environment-related topics from the critical vantage point of tracking the concept/idea of sustainability, its socio-economic and political contexts. Participants destroyed myths of sustainability and tried to find sound ways to contribute to environmental wellbeing.

Participants share their impressions:

'I learned a lot from just being outside of Copenhagen meeting students from other countries and a totally different academy with different views on the role of the artist and art. That gave me a clearer picture of what I come from and a general perspective to the art world in Europe, which is very amazing to get.'

'It totally changed my understanding of what a memorial can be. Before, I had a quite conventional view of memorials, whereas now I have many questions: what's the point of a memorial & what events or things should be memorialised? How can a memorial be designed to create an experience?'

6.5. Best Practice in Erasmus Intensive Language Courses

6.5.1. Erasmus Intensive Latvian Language Course (University of Latvia)

Since 2001 the University of Latvia has organised EILC twice a year – in January and August. During the first years there were a small number of students in the courses, as Latvia still had not acquired its identification among European students.

The courses are conducted for four weeks in an intensive regime. Every working day there are four academic hours. They are followed by a language laboratory where the students can apply the acquired knowledge in practice. The lessons are held also outside the university premises as the students visit the Occupation Museum and other museums where while getting acquainted with the exhibitions they practise the language.

During a month the students acquire the language up to the B1 level so that they are able to continue their studies. For example, the course participants after four weeks of training are able to tell about themselves in Latvian – what they do, where they live, etc. They can independently do the shopping telling the shop assistant what they want to buy, and are also able to ask which transport should be used to reach a certain destination. The students learn spelling and the basics of grammar, too. The objective of this course is not to prepare students to be able to follow their studies in Latvian.

A culture programme is also provided – visiting an opera performance, excursions outside Riga.

The students appreciate the importance of the language courses, as they allow them to adapt more easily in the new environment where they will have to spend their study period if compared to those who do not take part in the courses. Already before the start of the study year they have got to know Latvia a little, the local traditions and culture, and are able to orientate themselves in the city.

One of the participants shares their impressions:

'When I applied for the Erasmus student exchange programme, I very much wanted to attend the intensive Latvian language courses to better prepare for the new circumstances. Already in Germany I bought the Latvian language textbook. In order to be sure that I would be able to attend the courses, I applied to three HEIs that organise EILC. Luckily, I got the confirmation of enrolment in the courses from the University of Latvia.'

Of course, we studied not only the Latvian dictionary, but also learned a lot about Latvian culture. Our teachers told us about such events as the "White Night" and "Riga City Festival". In addition, we sang Latvian folk songs and talked about the traditional dishes. In the afternoon the lessons continued or a variety of activities were held such as tours of the Old Town and the Art Nouveau district, as well as visits to museums. On weekends there were one-day tours when we visited Sigulda, Cēsis, Latvian Ethnographic Open-Air Museum, etc.

The teachers helped us to deal with social issues such as finding an apartment. They were always interested in our weekend plans to see if we needed any help.

Most Latvians are happy that I'm trying to speak their native language. When they understand that I am not a Latvian, they immediately switch to English, especially in hotels and in other tourism-related places.'



• **6.5.2. Erasmus Intensive Language Week – EILW in Estonia (Tallinn University of Technology (TUT), Estonian Business School and Estonian Academy of Security Sciences)**

In 2012 the Erasmus Baltic joint seminar ERASMUS INTERNATIONAL LANGUAGE WEEK (EILW) – was carried out in two different towns of Estonia – Tallinn and Pärnu. It was an Erasmus staff-training week for language teachers and EILC organisers from the Baltic and other European countries. The event was organised by the Estonian, Latvian and Lithuanian National Agencies of the Lifelong Learning Programme and by three Estonian HETs who are at the same time experienced EILC organising institutions (OI-s) in Estonia.

The idea of organising such an event was raised by the real need to meet with other language teachers face-to-face and EILC OIs from Europe to exchange experiences, share practical tips and discuss future plans and possibilities.

This Erasmus Staff Training Week was unique and special in more than one way, as it was targeted exclusively at the teachers and administrators of the EILC courses in Baltic and other nearby European countries; it was organised by three different HEIs/EILC organising institutions; took place in two very different settings in Estonia; and was targeted at active participants who were willing to share their experiences, best practices

and innovative ideas in language teaching.

There were all together 32 participants from 9 different European countries: Croatia, Czech Republic, Estonia, Greece, Latvia, Lithuania, Poland and Slovenia. Therefore it was a very heterogeneous/mixed and interesting group with very different cultural backgrounds and environments. Despite that, the participants formed one harmonious and friendly language family.

All the participants had an opportunity to give an overview of themselves, to share experiences of their work, to learn some Estonian and to participate in several interesting lectures and presentations. Also, the possibility to discuss actual issues with the representative from European Commission was very valuable and highly interesting for all participants. In conclusion the Erasmus Intensive language Week was very successful. The feedback given by the participants (both written and also from face-to-face) was only positive or very positive. The organisers were very satisfied at the end of the week and were glad that the participants were like a big happy and friendly international family!



• **6.5.3. Erasmus Intensive Latvian Language Course (Lithuanian University of Educational Sciences (LEU))**



LEU has been winning the competition to organise EILC courses since 2005. Every year about 30 students from different European countries enrol in the courses offered at our institution. EILC courses have added greatly to the student and teaching staff mobility and cooperation as well as to the development of Bilateral Agreements between LEU and other HEIs. Positive participant feedback on EILC courses, when they return to their home institutions, adds greatly to popularising Lithuania, the Lithuanian language and culture, and attracting more and more students to study in Lithuanian HEIs within the Erasmus programme.

All of this positive impact of international cooperation would have been impossible without the active participation of some members of academic staff of LEU. Since the year 2000 Ms Vilma Leonavičienė has been teaching Erasmus students Lithuanian Language and Culture, 'Every year the number of Erasmus students is increasing, therefore, I teach one or two groups of Erasmus students every semester. My courses introduce Erasmus students to the Lithuanian language, culture and social context, which is absolutely necessary for them to integrate in the life of the country they come to study. Therefore, I see my mission not only in teaching Erasmus students the Lithu-

anian language but also in helping them to integrate in the local environment and teaching them skills of intercultural communication in the socio-cultural context of Lithuania. – states Ms Leonavičienė – EILC coordinator since 2005 and Erasmus 25 teacher/staff ambassador for Lithuania – and concludes "I am very happy that we have succeeded in forming a professional and competent team of teachers and mentors. In our courses we use interactive teaching methods and we focus on the development of communicative skills, therefore, preparing Erasmus students for successful studying in Lithuania. The courses enjoy remarkable success every year. We have established an EILC fan group on Facebook. Students return to visit Lithuania after their Erasmus studies. They become ambassadors of our institution. We constantly receive thank-you letters from the former participants.'

Participants share their impressions:

'Thanks for amazing moments. Really nice to know all of you. I hope one day we can meet again somewhere'

'Carry with you a piece of Lithuania, a piece of our experience. We will miss you.'

'Everything was as I imagined it would be. I did my research before coming and I checked whether my goals and educational expectations would be met. To be more specific: I expected a quite organised community, kind people, a lot of nature and last, but not least, competent and exceptional university staff (both academic and non-academic). And this is what I found. <..> My professor is exceptional and explained everything in a clear manner. This course made me wants to continue studying Lithuanian and I would not hesitate to attend again in the future, for the next level, if I had the opportunity.'

'The programme itself was just amazing – a whole package of teaching and cultural things, but just perfectly matched all together. I met so many good people and extended my language skills, and learned a bit of Lithuanian. An experience that I will never ever forget.'



Other National Initiatives

7.1. Erasmus Student Network (ESN) in Baltic countries

7.1.1. ESN Estonia



For ESN in Estonia, the years 2007–2014 have been a period of growing, developing and restructuring. Three International Clubs joined the already existing ESN Tartu (established in 2000) and ESN Tallinn (2003): ESN EBS in Estonian Business School (in 2008), ESN TU in Tallinn University and ESN TUT IC in Tallinn University of Technology (both in 2009). In 2011, the first National Board and ESN Estonia were established, bringing the five sections closer together and helping them work on common goals – making the Estonian experience as wonderful as possible for international students.

It is safe to argue that active ESN sections and supportive tutors are among the main reasons why international students find Estonia one of the best study destinations in Europe (both ESN Survey 2010 and International Student Barometer give Estonia the highest rank according to student ratings).

While growing in number, ESN sections in Estonia have organised a large variety of events and activities for incoming students, such as National Evenings to present different countries and their traditions; Language Cafés or the Buddy Network to help students become more familiar with the Estonian language; ESN Jam Sessions for all the musically talented students;

trips to different destinations both in Estonia and its neighbouring countries, and many more. One of the internationally recognised projects of Estonian sections has been the ESN Diary, in cooperation with the Archimedes Foundation, a nice memento including pictures and stories of all their friends for the students to take back home with them.

ESN Estonia has also actively contributed to the international level of ESN. In addition to participating in the annual conferences and different international meetings of the network, Estonia has had the pleasure of hosting some of them, such as two Northern European Platforms and a Council of National Representatives.

Introduced in spring 2012, SocialErasmus has opened a new dimension to the Estonian experience. By giving international students different volunteering opportunities, ESN has invited them to get even closer to Estonian society and to give something back. So far, there has been cooperation with the Tallinn Family Centre's Day Care and Tartu Child Support Centre Playdates; with Let's Do It! for environmental clean-up activities; with visits to animal shelters; and also with several schools for Erasmus in Schools.



7.1.2. ESN Latvia

In 2013 two ESN sections were established in Latvia – ESN Jelgava and ESN Riga. Both of them have been working with most of the higher education institutions in Latvia.

ESN Riga has organised different activities for foreign exchange students in Latvia and Latvian students going abroad. Besides the local activities, ESN Riga has been active in ESN International and International projects to improve student mobility. At the beginning of each semester a Welcome Week for arriving students has been held to make sure they get to know their new home city and each other.

ESN Riga starts and completes every semester with welcome and goodbye seminars.

Trips and events have been organised for all incoming exchange students to discover Latvia, the Baltic States and our neighbouring countries, such as Sweden and Russia.

Cultural events – have taken students to the Arab world, Spain, Italy and many other great places.

ESN Riga has organised the Buddy System for incoming students to the University of Latvia. ESN Riga has offered the international ESN Card to students allowing them discounts on services offered by the ESN and partners.

7.1.3. ESN Lithuania

A sub-division of the international voluntary student organisation, ESN Lithuania has been taking care of the participants of international study exchange programmes for more than a decade. At the moment 14 ESN sections, located in higher education institutions in Vilnius, Kaunas, Klaipeda and Siauliai, are seeking to ensure high-quality, rich and socially responsible exchanges for students in Lithuania. Active volunteers working within sections are trying to engage foreign students in various initiatives organised throughout the semester seeking to bring guests closer to the local community. Projects such as Erasmus in Lithuanian Schools, National Blood Donation Day, Multilingual Lithuania and many others were successfully accomplished under the idea of promoting tolerance, understanding and knowledge concerning other countries and their representatives here, in Lithuania.

At the moment the organisation works in close cooperation with the international relations departments of the universities, Invest Lithuania and the Education Exchanges Support Foundation, where ESN increasingly contributes to the promotion of mobility programmes in the country in order to encourage local students not to miss out on opportunities offered by Erasmus+ and other EU programmes. For those who have just returned from an exchange or who are willing to work, learn and communicate within an intercultural environment without leaving Lithuania, ESN invites them to join and become a small but powerful part of one of the most powerful youth organisations in the field. All of this is aimed at one particular mission of the organisation – to provide opportunities for cultural understanding and self-development under the principle of SHS – Students Helping Students.



• 7.2. Survey - Erasmus students' satisfaction with different aspects of Erasmus mobility in Latvia

In 2012 the National Agency of Latvia in cooperation with the Latvian ESN carried out a survey on Erasmus students' satisfaction with different aspects of Erasmus mobility in Latvia (organisation of mobility, academic quality of mobility, social and aspects of everyday life of mobility).

A total of 1149 outgoing students from 34 higher education institutions and 375 incoming students from 28 higher education institutions participated in the survey. The majority of the respondents were participants of study mobility (73% of outgoing and 63% of incoming students).

The overall findings of the survey suggest that students are satisfied with the different aspects of mobility. Mostly students were pleased with the work of Erasmus Coordinators in higher education institutions, but they also wished to have more extensive information regarding recognition, transfer of credits and grades and the rights of an Erasmus student.

An electronic version of the survey is available on the National Agency web page www.viaa.gov.lv.

• 7.3. Survey – Satisfaction of participants of the Erasmus programme in Latvia

In 2013 the National Agency of Latvia in cooperation with TNS Latvia carried out a survey on the satisfaction of participants of the Erasmus programme (academic and general staff).

The general objective of the study was to find out the level of satisfaction of the target group with various aspects of participation in Erasmus mobility programmes and the benefits gained from them. Target group: 304 participants of LLP Erasmus programme, who have been involved in the mobility programme (academic or general) during the academic years 2011/2012 and 2012/2013.

The results of the survey allow concluding that Erasmus coordinators in Latvia are well-informed in terms of the content of the programme, its goals, and documents, and they are able to provide, and they do provide quality information and support both during the preparation process and also if necessary – during the drafting of reports after the programme. Mobility

possibilities are mostly used by already experienced representatives of the higher educational establishments (with 10 or more years of service) who are able not only to learn from their colleagues abroad, but who also pass on their knowledge and skills to their foreign colleagues.

The results of the survey show that respondents are satisfied with the programme in general and allow concluding that the Erasmus exchange programme is a great benefit for the higher educational establishments in Latvia and their personnel, who share their international experience with their colleagues and students; participation in the programme allows introducing changes in the work organisation of structural units, in drafting studies programmes and new teaching methods.

An electronic version of the brochure is available on the National Agency web page www.viaa.gov.lv

• 7.4. Survey of foreign students who studied under the Erasmus programme in Lithuania

tion about the study environment in the host Lithuanian higher education institution, living conditions in Lithuania, local culture, lifestyle, etc. before arriving in the country. Foreign students assessed integration into the university's community/community life as only mediocre.

The surveyed foreign students, who had a traineeship period in Lithuanian enterprises and organisations, were positive in assessing their practical training and its benefit. The foreigners were most positive in assessing the work of administration staff, while the worse assessment is related with possibilities to become familiar with new techniques, technologies and methods. A small number of respondents, who had traineeships in Lithuanian organisations, would suggest that it would be appropriate to strengthen not only the field of studies, but also the practical training for foreign students in Lithuanian organisations, to improve cooperation between higher education institutions and organisations, and to implement the dissemination of practical training under the Erasmus programme in Lithuanian organisations.

The overall satisfaction of foreign students surveyed, studying under the Erasmus programme, in Lithuania, is high. The majority of foreign students surveyed is satisfied with the acquired knowledge, experience, and enjoyed the opportunity to communicate and learn in an intercultural environment. Almost all of the surveyed foreign students would recommend coming to Lithuania for Erasmus studies or traineeship to other students.

An electronic version of the brochure is available on the National Agency web page www.smpf.lt

Aim of the research – to explore and generalise the opinion of incoming foreign students, under the Erasmus programme during 2007-2013, about Erasmus credit studies and their organisation in Lithuania.

Data collected during research and their analysis allows generalising the views of surveyed foreign students towards partial studies in Lithuania and to give recommendations to institutions, organising Erasmus partial studies in Lithuania.

According to the survey data, foreign students have a good opinion about the professional knowledge of Lithuanian lecturers, and a slightly worse opinion about their ability to convey it, i.e. lecturers' didactic competence. However, the most problematic situation in the context of competencies is related with lecturers' knowledge of foreign languages. A large majority of foreign students, who took part in the survey, were positive in assessing the quality of Erasmus studies in Lithuanian higher education institutions and the study period in general. They were also positive in assessing the flexibility of the study schedule. The assessment of technical means in higher education school and their availability to students was slightly worse than the quality of studies and the flexibility of the schedule. Unfortunately, only every fifth student surveyed could say you that the technical equipment in an institution is "very good", and only every third – that it is "good". The assessment of the availability of technical means was similar. Incoming Erasmus students were positive in assessing the assistance of administration staff and the work of the international relations specialist and mentor responsible for the programme. The majority of incoming foreign students have enough informa-

• 7.5. Erasmus for Lithuanian Schools



This is an initiative launched by the Lithuanian National Agency back in 2011. The main aims of this initiative are to: make pupils aware of the possibility and importance of student mobility; contribute to tolerance and intercultural understanding among Lithuanian pupils; and support cross-sectoral cooperation between

HEIs and secondary education institutions (schools).

The initiative supports visits to Lithuanian schools by foreign Erasmus and degree students studying at Lithuanian HEIs, as well as by Lithuanian students who have been Erasmus students and/or act as Erasmus mentors. During their visits, students have the opportunity to implement small-scale educational projects focusing on the importance of student mobility, the traditions and languages of different countries, career orientation, etc.

The participation of Lithuanian universities and colleges in this initiative was quite high, about 40–45 % of them were involved, starting from 19 HEIs

in 2011/2012 and following similar numbers in subsequent years.

Each year, about 150 schools were visited by approximately 500 foreign and local students. Over the past three years, a number of articles on the initiative were published in local media making it a well-known phenomenon and increasing the awareness of the Erasmus programme among various groups of the population. In the last year, the initiative was assigned to ESN Lithuania.

• 7.6. Europe Makes School (EMS) in Estonia 2013 - 2014

EMS brings together exchange students from different European countries and Estonian schoolchildren for mutual cultural learning. The programme consists of many small projects, which are carried out by exchange students to introduce their country and culture in Estonian schools. In 2014 small projects took place in schools all over Estonia. The topics and content of the projects can vary depending on the interests of the exchange student, the subject of the supervising teacher, expectations of the school, and the age of

school children participating in the project. However, all the projects carry a common purpose: to introduce different European cultures in an exciting and fun way. In the last two years 30 exchange students have introduced their home country and culture in 37 Estonian schools.

EMS started with great success in 2013 with 12 very motivated participants from 7 different countries, who were very resourceful in finding interesting ways to introduce their country to pupils. EMS won great



popularity among the schools from the very beginning and there was quite strong competition among schools to participate in the programme. Many participants were so enthusiastic about the programme that they visited more than one school. As the Estonian schools were likewise very eager to participate in the EMS programme, there was no problem with finding two or more schools for a motivated exchange student.

Preparation of the participating students is an important part of the EMS programme in Estonia. Preparatory meetings and a pedagogical seminar are held before the classroom activities to inform and instruct the participants about the EMS programme, the Estonian school system and teaching methods. These meetings help to ensure the good quality of later classroom activities, but are also a great opportunity to get to know the participants.

To keep the exchange students motivated throughout the process, they are awarded with certificates (which confirms conducting a project at the school),

and there is a concluding seminar and party at the end. Participating schools also receive certificates.

The idea of EMS originally comes from Germany. In Estonia the EMS programme was initiated by Mai Beilmann, who took part in the EMS programme in Germany as an exchange student and on her return to Estonia she founded the local EMS initiative. The EMS programme in Estonia is now coordinated by the Foundation for Science and Liberal Arts Domus Dorpatensis.

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Annex 1

Estonian Higher Education institutions' participation in Erasmus programme 2007-2013

Erasmus ID	HEI	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
EE HARJUMA01	International University Audentes						
EE TALLINN11	Academy Nord						
EE TALLINN18	The Institute of Theology of the Estonian Evangelical Lutheran Church						
EE TALLINN14	The Estonian Information Tehcnology College						
EE TALLINNO1	Estonian Academy of Arts						
EE TARTU01	Estonian University of Life Sciences						
EE TARTU03	Estonian Aviation Academy						
EE TALLINNO3	Estonian Academy of Music and Theatre						
EE TALLINNO2	Estonian Business School						
EE TALLINN16	Euroacademy						
EE VORU01	Võru County Vocational Training Centre						
EE LAANE-V02	Lääne-Viru College						
EE TALLINN15	Estonian Entrepreneurship University of Applied Sciences						
EE TALLINN10	Estonian Academy of Security Sciences						
EE TALLINN17	Tallinn College of Business Administration						
EE TALLINN20	Tallinn School of Economics						
EE TALLINN19	Tallinn Pedagogical College						
EE TALLINN06	TTK University of Applied Sciences						
EE TALLINNO4	Tallinn University of Technology						
EE TALLINN12	Tallinn Health Care College						
EE TALLINNO5	Tallinn University						
EE TARTU05	Tartu Art College (University of Applied Sciences)						
EE TARTU06	Tartu Health Care College						
EE TARTU02	University of Tartu						
EE TALLINN13	Estonian Maritime Academy						
EE TALLINN20	ECOMEN Institute of Economics and Management						
EE TARTU07	Tartu Theological Seminary						
EE TALLINN23	Estonian School of Hotel and Tourism Management						

participate in programme not participate in programme

Annex 2

Latvian Higher Education institutions' participation in Erasmus programme 2007-2013

Erasmus ID	HEI	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
LV DAUGAVP01	Daugavpils University						
LV DAUGAVP02	Daugavpils Medical College						
LV JELGAVA01	Latvia University Of Agriculture						
LV JURMALA01	Latvian Christian Academy						
LV JURMALA03	P.Stradins Medical College Of The University Of Latvia						
LV JURMALA05	The Social Integration State Agency						
LV LIEPAJA01	Liepaja University						
LV LIEPAJA02	Medical College Of Liepaja						
LV REZEKNE02	Rezekne Higher Educational Institution						
LV REZEKNE03	State Border Guard College						
LV RIGA01	University Of Latvia						
LV RIGA02	Riga Technical University						
LV RIGA03	Riga Stradins University						
LV RIGA04	Art Academy Of Latvia						
LV RIGA05	Jazeps Vitols Latvian Academy Of Music						
LV RIGA06	Latvian Academy Of Sport Education						
LV RIGA08	Latvian Academy Of Culture						
LV RIGA09	Turiba University						
LV RIGA10	Latvian Police Academy						
LV RIGA12	Latvian Maritime Academy						
LV RIGA13	Ba School Of Business And Finance (Sbf)						
LV RIGA14	The Stockholm School Of Economics In Riga						
LV RIGA16	Higher School Of Management And Social Work "Attistiba"						
LV RIGA27	Riga Teacher Training And Educational Management Academy						
LV RIGA28	Baltic International Academy						
LV RIGA29	Riga International School Of Economics And Business Administration						
LV RIGA30	International Higher School Of Practical Psychology						
LV RIGA31	Transport And Telecommunication Institute						
LV RIGA32	Information Systems Management Institute						
LV RIGA33	The University College Of Economics And Culture						
LV RIGA34	Riga Graduate School Of Law						
LV RIGA35	Baltic Psychology And Management University College						
LV RIGA38	Riga Business College						
LV RIGA40	Riga Building College						
LV RIGA41	Latvia Culture College At Lac						
LV RIGA42	Riga 1st Medical College						
LV RIGA43	The College Of Accounting And Finance						
LV RIGA44	Professional Education Competence Centre "Riga Technical College"						
LV RIGA45	Alberta College						
LV RIGA46	Riga Medical College Of The University Of Latvia						
LV RIGA47	Red Cross Medical College Of Riga Stradiņš University						
LV RIGA48	Riga Higher Institute Of Religious Sciences						
LV RIGA49	College Of Law						
LV RIGA50	Riga Aeronautical Institute						
LV RIGA51	Foundation "Christian Leadership College"						
LV VALMIER01	Vidzeme University Of Applied Sciences						
LV VENTSPIO1	Ventspils University College						

participate in programme not participate in programme

Annex 3

Lithuanian Higher Education institutions' participation in Erasmus programme 2007-2013

Erasmus ID	HEI	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
LT ALYTUS01	Alytus College						
LT KAUNAS01	Vytautas Magnus University						
LT KAUNAS02	Kaunas University of Technology						
LT KAUNAS03	Kaunas University of Medicine						
LT KAUNAS04	Lithuanian Sports University						
LT KAUNAS05	Aleksandras Stulajnskis University						
LT KAUNAS06	Lithuanian Veterinary Academy						
LT KAUNAS07	V.A.Graiciunas School of Management						
LT KAUNAS08	Kaunas College						
LT KAUNAS10	"ISM University of Management and Economics", JSC						
LT KAUNAS11	Kolping College, Public Institution						
LT KAUNAS12	Kaunas Technical College						
LT KAUNAS13	Lithuanian University of Health Sciences						
LT KAUN001	Kaunas College of Forestry and Environmental Engineering						
LT KLAIPED01	Klaipeda University						
LT KLAIPED02	LCC International University						
LT KLAIPED03	Klaipeda College						
LT KLAIPED04	University of Applied Social Sciences						
LT KLAIPED05	Klaipeda Business Higher School						
LT KLAIPED06	Lithuanian Higher Naval School						
LT KLAIPED07	Public institution Lithuania Business University of Applied Sciences I						
LT KLAIPED07	Public institution Lithuania Business University of Applied Sciences II						
LT KLAIPED08	Klaipeda Business and Technology College						
LT KLAIPED09	Klaipeda State College						
LT MARIJAM01	Marijampole College						
LT PANEVEZ01	Panevezys College						
LT RIETAVA01	Zemaitija College						
LT SIAULIA01	Siauliai University						
LT SIAULIA02	North Lithuania College, Public Institution						
LT SIAULIA03	Siauliai State College						
LT SIAULIA04	College of Management, Law and Languages of Siauliai Region						
LT UTENA01	Utena College						
LT VILNIUS01	Vilnius University I						
LT VILNIUS01	Vilnius University II						
LT VILNIUS02	Vilnius Gediminas Technical University						
LT VILNIUS03	Vilnius Academy of Fine Arts						
LT VILNIUS04	Lithuanian University of Education						
LT VILNIUS05	Lithuanian Academy of Music and Theatre						
LT VILNIUS06	Mykolas Romeris University						
LT VILNIUS08	Vilnius Business College, Public Institution						
LT VILNIUS10	Vilnius College						
LT VILNIUS11	Vilnius Co-operative College, Public Institution						
LT VILNIUS12	Academy of Management and Business						
LT VILNIUS13	Vilnius Technical College						
LT VILNIUS14	Vilnius College of Construction and Design						
LT VILNIUS14	Vilnius College of Technologies and Design						
LT VILNIUS15	International School of Law and Business						
LT VILNIUS16	The General Jonas Zemaitis Military Academy of Lithuania						
LT VILNIUS17	Institute of Mathematics and Informatics						
LT VILNIUS18	Center for Physical Sciences and Technology						
LT VILNIUS19	International Business School at Vilnius University, Public Institution						
LT VILNIUS20	European Humanities University, Public Institution						
LT VILNIUS23	Vilnius College of Design						
LT VILNIUS24	Kazimieras Simonavicius University, JSC						

participate in programme not participate in programme

• **Annex 4**
Outgoing student percentage from total student number per HEI in Erasmus programme 2007-2013

Estonia

Erasmus ID	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
EE HARJUMA01	1.4	1.4				
EE TALLINN11	0.2	0.1	0.4			
EE TALLINN18	0.9	0.8	0.8	0.8	0.0	0.0
EE TALLINN14	0.3	0.3	0.7	0.4	0.7	0.8
EE TALLINN01	5.1	5.1	6.8	6.7	5.6	8.9
EE TARTU01	0.8	1.0	1.1	1.4	1.5	1.7
EE TARTU03	0.6	0.9	2.7	3.6	3.6	4.2
EE TALLINN03	5.7	5.3	5.6	5.6	5.8	4.8
EE TALLINN02	1.8	1.2	2.3	2.2	2.3	2.6
EE TALLINN16	0.6	0.4	0.4	0.4	0.1	0.5
EE VORU01	3.9	5.5	3.8	2.5	4.6	3.3
EE LAANE-V02		0.4	0.8	1.0	1.1	1.6
EE TALLINN15	0.1	0.1	0.2	0.2	0.2	0.2
EE TALLINN10	0.6	0.5	0.5	0.7	0.9	1.5
EE TALLINN17	0.0	3.2	6.1	1.6	0.0	
EE TALLINN20	0.3	0.0	0.0	0.1	0.2	0.4
EE TALLINN19	0.3	0.3	0.2	0.2	0.4	
EE TALLINN06	1.2	1.2	1.2	1.3	2.1	1.7
EE TALLINN04	1.1	1.0	1.2	1.4	1.5	1.6
EE TALLINN12	0.4	0.6	0.9	1.0	1.7	2.2
EE TALLINN05	1.0	1.3	1.8	1.6	1.7	1.5
EE TARTU05	6.5	7.7	8.6	8.8	8.6	10.1
EE TARTU06	1.4	1.5	2.0	2.1	2.1	2.6
EE TARTU02	1.2	1.1	1.4	1.5	1.7	1.7
EE TALLINN13	0.5	0.4		0.9	1.1	1.4
EE TALLINN20				0.3	0.5	0.9
EE TARTU07					4.5	5.3
EE TALLINN23					0.0	0.0

Latvia

Erasmus ID	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
LV DAUGAVP01	0.3	0.0	0.9	1.1	2.0	3.5
LV DAUGAVP02	0.0	0.0	0.0	0.0	13.9	10.6
LV JELGAVA01	0.6	0.7	1.2	1.4	1.8	2.3
LV JURMALA01	9.4	6.0	7.0	7.9	6.1	16.7
LV JURMALA03	0.6	2.4	1.3	2.8	3.3	3.3
LV JURMALA05						
LV LIEPAJA01	1.0	1.0	1.7	1.9	3.4	3.3
LV LIEPAJA02	0.0	0.0	2			
LV REZEKNE02	1.8	2.5	3.5	5.3	6.1	5.2
LV REZEKNE03	0.0	0.0	0.0	0.0	0.0	0.0
LV RIGA01	1.0	1.4	1.8	2.0	2.2	2.1
LV RIGA02	0.6	0.9	1.2	1.5	1.5	1.4
LV RIGA03	1.8	1.7	1.8	1.7	1.9	1.3
LV RIGA04	6.0	8.6	7.0	7.9	6.6	7.4
LV RIGA05	4.0	5.6	3.2	7.5	8.4	9.2
LV RIGA06	0.2	0.4	0.5	0.8	1.0	1.5
LV RIGA08	6.6	7.8	10.3	9.1	11.4	12.1
LV RIGA09	1.0	1.2	1.6	2.2	2.8	2.3
LV RIGA10	0.7	0.7	0.4			
LV RIGA12	1.2	1.1	1.3	2.7	1.7	7.1
LV RIGA13	2.9	3.6	5.3	6.4	6.9	6.1
LV RIGA14	6.7	6.8	5.8	6.3	6.2	7.6
LV RIGA16	0.9	1.6	1.0	1.8	1.7	0.0
LV RIGA27	0.5	0.5	0.7	0.9	1.2	0.9
LV RIGA28	0.1	0.2	0.4	0.6	1.4	1.3
LV RIGA29	0.7	0.9	1.1	1.6	2.2	0.0
LV RIGA30	0.2	0.0	0.2	0.0	0.4	1.0
LV RIGA31	0.2	0.3	0.4	0.7	0.8	1.2
LV RIGA32	2.3	2.8	2.9	3.0	2.8	5.1
LV RIGA33	0.5	0.7	1.3	1.5	2.4	2.9
LV RIGA34	2.6	0.0	2.5	1.1	3.0	3.3
LV RIGA35	0.3	0.6	0.9	1.1	2.3	4.4
LV RIGA38	0.2	1.5	1.5	2.6	3.7	3.5
LV RIGA40	0.0	0.6	1.2	1.4	2.0	1.9
LV RIGA41			0.0	0.7	1.3	0.8
LV RIGA42	0.0	0.0	0.0	0.0	0.0	3.1
LV RIGA43	0.0	0.0	0.0	0.0	0.0	0.0
LV RIGA44	0.0	0.0	0.0	1.1	1.8	1.9
LV RIGA45					0.5	1.3
LV RIGA46	1.8	0.0	1.5	2.9	3.2	2.3
LV RIGA47			1.2	1.4	2.2	3.1
LV RIGA48						3.9
LV RIGA49						0.7
LV RIGA50						
LV RIGA51						
LV VALMIER01	5.9	5.9	7.7	7.7	10.5	9.0
LV VENTSPĪ01	4.5	4.6	4.8	5.0	6.2	4.7

Annex 6

Outgoing staff percentage from total staff number per HEI in Erasmus programme 2007-2013

Latvia

Erasmus ID	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
LV DAUGAVP01	3.7	0.0	5.1	3.1	7.2	9.7
LV DAUGAVP02	0.0	0.0	0.0	0.0	36.8	18.4
LV JELGAVA01	5.3	5.6	5.7	6.6	6.0	6.7
LV JURMALA01	41.2	25.7	8.7	68.8	39.6	50.0
LV JURMALA03	0.0	9.1	36.8	15.4	26.5	0.0
LV JURMALA05						
LV LIEPAJA01	7.7	7.0	9.1	11.9	8.3	9.6
LV LIEPAJA02	0.0	0.0	13.8			
LV REZEKNE02	31.4	23.1	25.7	34.1	49.3	49.3
LV REZEKNE03	0.0	0.0	0.0	7.0	1.0	0.9
LV RIGA01	2.0	2.3	3.3	3.9	4.1	5.2
LV RIGA02	0.4	1.0	1.3	3.2	3.3	5.5
LV RIGA03	4.6	4.8	3.3	6.5	11.5	9.5
LV RIGA04	6.2	13.6	22.0	34.5	45.7	35.2
LV RIGA05	54.0	41.0	31.3	43.5	41.1	43.2
LV RIGA06	14.4	9.4	13.6	22.4	14.4	15.6
LV RIGA08	20.2	15.6	11.6	16.1	14.4	21.6
LV RIGA09	27.8	17.8	20.8	19.2	28.0	48.4
LV RIGA10	4.9	2.4	5.0			
LV RIGA12	23.4	28.1	34.8	22.7	29.2	41.7
LV RIGA13	34.9	24.5	29.5	47.2	60.4	55.7
LV RIGA14	20.0	17.2	20.7	17.0	17.0	12.8
LV RIGA16	86.1	38.2	50.0	55.2	51.9	0.0
LV RIGA27	7.2	9.9	9.7	9.5	14.6	17.5
LV RIGA28	1.9	2.1	3.9	5.5	8.8	14.1
LV RIGA29	31.7	10.9	13.8	22.4	56.9	0.0
LV RIGA30	1.8	0.0	0.0	0.0	0.0	0.0
LV RIGA31	2.5	3.3	2.8	2.9	4.2	6.3
LV RIGA32	31.9	25.7	20.3	39.2	67.7	76.3
LV RIGA33	17.1	19.4	28.1	23.3	31.3	39.6
LV RIGA34	104.0	12.5	60.9	112.5	70.4	129.6
LV RIGA35	8.0	12.0	13.6	28.6	40.9	31.8
LV RIGA38	3.9	8.2	13.2	6.7	23.3	13.3
LV RIGA40	0.0	0.0	0.0	8.6	15.5	14.1
LV RIGA41			0.0	3.3	6.5	8.1
LV RIGA42	0.0	0.0	4.5	0.0	28.1	10.9
LV RIGA43	0.0	0.0	38.1	15.0	25.0	30.0
LV RIGA44	0.0	0.0	0.0	4.9	8.1	8.1
LV RIGA45				0.0	19.0	19.0
LV RIGA46	31.3	0.0	24.6	16.1	47.5	0.0
LV RIGA47			3.8	2.5	11.5	9.0
LV RIGA48						44.4
LV RIGA49						0.0
LV RIGA50						
LV RIGA51						
LV VALMIER01	31.3	17.2	21.7	15.9	23.3	19.8
LV VENTSPĪ01	7.4	6.5	12.3	11.6	10.8	14.2

INCOMING STUDENTS PER COUNTRY																																	
	AT	BE	BG	CH	CY	CZ	DE	DK	EE	ES	FI	FR	GR	HR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI	SK	TR	UK
2007-2008	17	2	1	0	0	11	71	7	4	35	7	29	0	0	3	0	0	16	1	57	0	0	6	5	52	18	1	4	2	4	5	31	4
2008-2009	16	5	2	0	0	18	74	12	5	45	10	36	2	0	8	5	0	26	1	66	0	0	0	11	6	63	12	1	6	2	38	3	
2009-2010	6	8	2	0	0	10	83	13	8	70	8	63	1	0	4	4	0	35	5	52	0	0	13	13	4	71	14	2	2	6	7	7	
2010-2011	12	16	5	0	0	20	87	18	12	84	16	69	3	3	8	1	0	42	1	53	0	0	13	13	7	65	32	5	2	10	32	31	
2011-2012	6	12	12	7	0	36	136	38	22	132	12	73	6	0	9	0	0	42	1	85	0	0	16	16	2	82	20	2	2	15	102	11	
2012-2013	17	17	21	6	0	39	139	48	26	128	15	105	8	5	15	1	0	51	0	106	0	0	28	28	1	93	21	2	1	34	179	14	
	74	60	43	13	0	134	590	136	77	494	68	375	20	8	47	11	1	212	9	419	0	0	87	87	25	426	117	33	22	15	77	437	44

Lithuania

OUTGOING STUDENTS PER COUNTRY																																	
	AT	BE	BG	CH	CY	CZ	DE	DK	EE	ES	FI	FR	GR	HR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI	SK	TR	UK
2007-2008	88	114	18	0	49	81	332	255	20	158	219	166	43	0	33	38	5	147	0	0	0	57	0	79	56	118	142	9	143	30	34	120	99
2008-2009	99	99	29	0	56	87	308	239	34	197	253	200	102	0	47	38	7	170	0	0	66	5	105	88	117	184	11	144	29	28	135	123	
2009-2010	90	96	25	0	53	98	286	223	30	201	191	193	67	0	63	26	16	169	0	0	52	24	99	85	146	208	14	146	58	41	147	152	
2010-2011	82	111	22	0	53	120	254	221	38	252	193	188	117	0	71	26	11	191	0	0	53	34	114	100	178	291	21	166	50	42	234	183	
2011-2012	69	126	40	25	66	138	264	197	45	314	203	188	119	14	70	24	10	176	0	0	85	49	112	80	146	296	22	138	57	44	260	172	
2012-2013	79	88	50	26	86	130	234	142	55	282	157	191	174	18	94	20	5	199	0	0	106	116	104	81	129	255	20	159	57	54	257	159	
	507	634	184	51	363	654	1576	1277	222	1404	1216	1126	622	32	378	172	54	1052	0	0	419	228	613	490	834	1376	97	896	281	243	1153	888	

INCOMING STUDENTS PER COUNTRY																																	
	AT	BE	BG	CH	CY	CZ	DE	DK	EE	ES	FI	FR	GR	HR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI	SK	TR	UK
2007-2008	31	15	14	0	3	49	118	10	5	84	9	117	9	0	5	1	0	56	0	0	64	0	19	7	137	82	12	7	13	15	164	5	
2008-2009	20	23	17	0	9	54	120	21	3	124	13	156	11	0	21	0	0	72	0	0	57	2	16	10	152	104	8	4	19	18	157	12	
2009-2010	22	18	13	0	0	62	116	35	4	127	18	152	16	3	28	2	0	92	0	0	70	0	24	4	122	124	22	6	11	26	157	28	
2010-2011	15	40	12	0	2	53	114	43	2	192	14	176	18	4	24	0	0	101	0	0	110	0	17	2	155	95	30	8	18	34	229	10	
2011-2012	17	40	17	5	2	64	130	54	8	252	20	184	19	5	26	0	1	119	0	0	152	2	24	2	152	105	20	3	13	20	402	16	
2012-2013	29	45	17	3	4	88	143	59	15	284	16	228	25	9	17	1	0	143	0	0	164	0	40	0	167	114	29	8	15	35	612	86	

Annex 8

Outgoing Erasmus special needs students and staff in Erasmus programme 2007-2013

Estonia

OUTGOING STUDENT WITH SPECIAL NEEDS NUMBER PER HEI						
Erasmus ID	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
EE HARJUMAD1						
EE TALLINN11						
EE TALLINN18						
EE TALLINN14						
EE TALLINN01					1	
EE TARTU01						
EE TARTU03						
EE TALLINN03						
EE TALLINN02			1			
EE TALLINN16						
EE VORU01						
EE LAANE-V02						
EE TALLINN15						
EE TALLINN10						
EE TALLINN17						
EE TALLINN20						
EE TALLINN19						
EE TALLINN06						
EE TALLINN04			1		1	
EE TALLINN12						
EE TALLINN05				1		
EE TARTU05						
EE TARTU06						
EE TARTU02						
EE TALLINN13						
EE TALLINN20						
EE TARTU07						
EE TALLINN23						

OUTGOING STAFF WITH SPECIAL NEEDS NUMBER PER HEI						
Erasmus ID	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
EE HARJUMAD1						
EE TALLINN11						
EE TALLINN18						
EE TALLINN14						
EE TALLINN01						
EE TARTU01						
EE TARTU03						
EE TALLINN03						
EE TALLINN02						
EE TALLINN16						
EE VORU01						
EE LAANE-V02						
EE TALLINN15						
EE TALLINN10						
EE TALLINN17						
EE TALLINN20						
EE TALLINN19						
EE TALLINN06						
EE TALLINN04						
EE TALLINN12						
EE TALLINN05						
EE TARTU05						
EE TARTU06						
EE TARTU02						
EE TALLINN13						
EE TALLINN20						
EE TARTU07						
EE TALLINN23						

INCOMING STAFF PER COUNTRY																																	
	AT	BE	BG	CH	CY	CZ	DE	DK	EE	ES	FI	FR	GR	HR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI	SK	TR	UK
2007-2008	9	12	3	0	0	13	64	10	21	3	22	13	3	0	5	0	2	8	1	90	0	0	0	12	17	46	7	0	0	3	28	13	
2008-2009	17	6	9	0	2	18	61	0	21	5	2	12	6	0	0	1	3	3	0	87	0	0	1	12	12	65	1	1	0	0	9	13	
2009-2010	11	21	10	0	2	18	40	5	38	11	13	18	3	0	5	0	3	17	0	111	6	6	0	20	14	61	6	5	10	3	17	12	
2010-2011	11	9	16	0	2	20	61	8	26	18	20	14	6	2	7	0	3	19	0	112	8	8	0	17	11	84	9	4	9	5	37	5	
2011-2012	16	12	37	1	0	25	58	11	30	30	14	21	1	0	7	0	1	23	0	109	10	10	0	15	9	117	12	6	8	5	65	7	
2012-2013	15	11	32	5	1	31	74	2	40	19	27	16	18	1	5	2	2	16	0	118	30	30	0	20	15	134	7	13	4	11	108	10	
	79	71	107	6	7	125	358	36	176	86	98	94	37	3	29	3	14	99	1	627	54	54	1	96	78	507	42	29	61	13	27	268	56

Lithuania

OUTGOING STAFF PER COUNTRY																																	
	AT	BE	BG	CH	CY	CZ	DE	DK	EE	ES	FI	FR	GR	HR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI	SK	TR	UK
2007-2008	32	28	19	0	5	30	106	32	34	51	86	42	16	0	17	6	4	48	0	0	0	91	4	18	11	78	60	7	35	11	15	51	51
2008-2009	34	34	16	0	13	45	102	39	16	62	82	55	14	0	23	4	2	57	0	0	0	92	1	23	18	18	78	12	29	14	12	63	53
2009-2010	32	19	15	0	11	36	111	26	0	74	86	78	10	0	19	1	4	70	0	0	0	111	1	14	18	126	73	30	19	14	10	81	52
2010-2011	46	45	37	0	12	37	110	25	39	92	74	58	17	0	20	3	4	75	0	1	1	113	7	33	28	104	94	33	13	19	12	106	50
2011-2012	40	47	33	9	7	30	119	30	39	82	98	73	19	9	34	9	5	78	0	1	1	109	6	25	25	105	81	28	22	11	127	52	52
2012-2013	33	32	38	8	14	42	105	24	50	109	85	53	15	11	24	4	2	63	0	0	0	119	9	26	28	103	99	15	34	10	95	49	307
	217	205	158	17	62	220	653	176	220	470	511	359	91	20	137	27	17	391	0	0	3	635	28	137	128	640	485	65	189	89	70	523	307

INCOMING STAFF PER COUNTRY																																	
	AT	BE	BG	CH	CY	CZ	DE	DK	EE	ES	FI	FR	GR	HR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI	SK	TR	UK
2007-2008	26	21	16	0	5	37	64	19	11	4	40	24	5	0	8	1	0	19	0	0	0	136	0	11	19	134	30	0	21	9	85	19	19
2008-2009	25	29	14	0	8	40	70	3	24	16	9	38	5	0	9	1	1	28	0	0	0	109	0	9	12	200	2	7	15	0	9	33	33
2009-2010	24	16	9	0	5	31	71	14	20	34	56	49	6	3	12	4	2	24	0	0	0	138	0	13	8	191	20	18	10	15	79	34	34
2010-2011	25	19	23	0	5	39	72	20	30	32	42	48	4	8	18	5	2	30	0	0	0	184	0	22	12	218	20	9	13	14	119	28	28
2011-2012	17	26	16	4	1	38	66	12	28	29	41	58	12	2	27	2	1	33	0	0	0	249	1	19	9	256	33	5	5	18	158	27	27
2012-2013	29	27	27	7	3	27	57	14	31	46	36	38	10	4	8	2	1	37	0	0	0	243	3	33	22	357	27	11	10	19	260	21	162
	146	138	105	11	27	212	400	82	144	161	224	255	42	17	82	20	7	171	0	0	0	1059	4	107	82	1356	132	38	105	62	60	710	162

Latvia

OUTGOING STUDENT WITH SPECIAL NEEDS NUMBER PER HEI						
Erasmus ID	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
LV DAUGAVP01						
LV DAUGAVP02						
LV JELGAVA01						
LV JURMALA01					1	
LV JURMALA03						
LV JURMALA05						
LV LIEPAJA01						
LV LIEPAJA02						
LV REZEKNE02						
LV REZEKNE03						
LV RIGA01				1		
LV RIGA02						
LV RIGA03						
LV RIGA04						
LV RIGA05						
LV RIGA06						
LV RIGA08						
LV RIGA09						
LV RIGA10						
LV RIGA12						
LV RIGA13						
LV RIGA14						
LV RIGA16						
LV RIGA27						
LV RIGA28						
LV RIGA29						
LV RIGA30						
LV RIGA31						
LV RIGA32						
LV RIGA33						
LV RIGA34						
LV RIGA35						
LV RIGA38						
LV RIGA40						
LV RIGA41						
LV RIGA42						
LV RIGA43						
LV RIGA44						
LV RIGA45						
LV RIGA46						
LV RIGA47						
LV RIGA48						
LV RIGA49						
LV RIGA50						
LV RIGA51						
LV VALMIER01						
LV VENTSPĪ01						

OUTGOING STAFF WITH SPECIAL NEEDS NUMBER PER HEI						
Erasmus ID	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
LV DAUGAVP01						
LV DAUGAVP02						
LV JELGAVA01						
LV JURMALA01						
LV JURMALA03						
LV JURMALA05						
LV LIEPAJA01						
LV LIEPAJA02						
LV REZEKNE02						
LV REZEKNE03						
LV RIGA01						
LV RIGA02						
LV RIGA03						
LV RIGA04						
LV RIGA05						
LV RIGA06						
LV RIGA08						
LV RIGA09						
LV RIGA10						
LV RIGA12						
LV RIGA13						
LV RIGA14						
LV RIGA16						
LV RIGA27						
LV RIGA28						
LV RIGA29						
LV RIGA30						
LV RIGA31						
LV RIGA32						
LV RIGA33						
LV RIGA34						
LV RIGA35						
LV RIGA38						
LV RIGA40						
LV RIGA41						
LV RIGA42						
LV RIGA43						
LV RIGA44						
LV RIGA45						
LV RIGA46						
LV RIGA47						
LV RIGA48						
LV RIGA49						
LV RIGA50						
LV RIGA51						
LV VALMIER01						
LV VENTSPĪ01						

Lithuania

OUTGOING STUDENT WITH SPECIAL NEEDS NUMBER PER HEI						
Erasmus ID	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
LT ALYTUS01						
LT KAUNAS01		1	3	1	4	3
LT KAUNAS02					2	1
LT KAUNAS03						
LT KAUNAS04						
LT KAUNAS05						
LT KAUNAS06						
LT KAUNAS07						
LT KAUNAS08						
LT KAUNAS10						
LT KAUNAS11						
LT KAUNAS12						
LT KAUNAS13						
LT KAUN001						
LT KLAIPED01						
LT KLAIPED02						
LT KLAIPED03						
LT KLAIPED04						
LT KLAIPED05						
LT KLAIPED06						
LT KLAIPED07						
LT KLAIPED08						
LT KLAIPED09						
LT MARJAM01						
LT PANEVEZ01						
LT RIETAVA01						
LT SIAULIA01						
LT SIAULIA02						
LT SIAULIA03						
LT SIAULIA04						
LT UTENA01						
LT VILNIUS01			1			
LT VILNIUS02					1	1
LT VILNIUS03				1		
LT VILNIUS04						
LT VILNIUS05						
LT VILNIUS06	1	1			1	
LT VILNIUS08				2		
LT VILNIUS10				1	1	
LT VILNIUS11						
LT VILNIUS12						
LT VILNIUS13						
LT VILNIUS14						
LT VILNIUS14						1
LT VILNIUS15						
LT VILNIUS16						
LT VILNIUS17						
LT VILNIUS18						
LT VILNIUS19		1				
LT VILNIUS20						
LT VILNIUS23						
LT VILNIUS24						

OUTGOING STAFF WITH SPECIAL NEEDS NUMBER PER HEI						
Erasmus ID	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
LT ALYTUS01						
LT KAUNAS01						
LT KAUNAS02						
LT KAUNAS03						
LT KAUNAS04	2			1	1	1
LT KAUNAS05						
LT KAUNAS06						
LT KAUNAS07						
LT KAUNAS08						
LT KAUNAS10						
LT KAUNAS11						
LT KAUNAS12						
LT KAUNAS13						
LT KAUN001						
LT KLAIPED01						
LT KLAIPED02						
LT KLAIPED03						
LT KLAIPED04						
LT KLAIPED05						
LT KLAIPED06						
LT KLAIPED07						
LT KLAIPED08						
LT KLAIPED09						
LT MARJAM01						
LT PANEVEZ01						
LT RIETAVA01						
LT SIAULIA01						
LT SIAULIA02						
LT SIAULIA03						
LT SIAULIA04						
LT UTENA01						
LT VILNIUS01						
LT VILNIUS02						
LT VILNIUS03						
LT VILNIUS04						
LT VILNIUS05						
LT VILNIUS06						
LT VILNIUS08						
LT VILNIUS10						
LT VILNIUS11						
LT VILNIUS12						
LT VILNIUS13						
LT VILNIUS14						
LT VILNIUS14						
LT VILNIUS15						
LT VILNIUS16						
LT VILNIUS17						
LT VILNIUS18						
LT VILNIUS19						
LT VILNIUS20						
LT VILNIUS23						
LT VILNIUS24						

Annex 10

Erasmus Intensive Programmes partner countries in Erasmus programme 2007-2013

Estonia

		PARTNER COUNTRY																																		
		AT	BE	BG	CH	CY	CZ	DE	DK	EE	ES	FI	FR	GR	HR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI	SK	TR	UK		
2007-2008																																				
2008-2009																																				
2009-2010																																				
2010-2011																																				
2011-2012																																				
2012-2013																																				
		1	6	12	0	0	7	19	20	0	9	33	10	1	1	3	1	10	0	7	22	0	16	0	12	0	12	13	10	6	7	14	3	2	4	14

Latvia

		PARTNER COUNTRY																																			
		AT	BE	BG	CH	CY	CZ	DE	DK	EE	ES	FI	FR	GR	HR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI	SK	TR	UK			
2007-2008																																					
2008-2009																																					
2009-2010																																					
2010-2011																																					
2011-2012																																					
2012-2013																																					
		0	1	3	0	1	1	12	5	13	3	0	2	4	0	3	0	1	4	1	1	25	0	0	1	16	1	5	3	9	2	3	8	12	12		

Lithuania

		PARTNER COUNTRY																																			
		AT	BE	BG	CH	CY	CZ	DE	DK	EE	ES	FI	FR	GR	HR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI	SK	TR	UK			
2007-2008																																					
2008-2009																																					
2009-2010																																					
2010-2011																																					
2011-2012																																					
2012-2013																																					
		6	27	3	0	2	10	11	9	14	16	31	8	4	0	8	0	0	14	0	0	0	9	0	19	1	11	19	8	7	1	1	1	17	7		

